

**THE INFLUENCE OF USING CHINESE WHISPER GAME TOWARDS  
STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE  
EIGHTH GRADE IN SMP NEGERI 1 TANJUNGSARI SOUTH LAMPUNG  
2017/2018 ACADEMIC YEAR**

**A Thesis**

**Submitted in the Partial Fulfillment of the Requirement for Degree of Bachelor  
of Education in English Education**

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## ABSTRACT

### THE INFLUENCE OF USING CHINESE WHISPER GAME TOWARDS STUDENTS' SPEAKING ABILITY AT THE FIRST SEMESTER OF THE EIGHTH GRADE IN SMP NEGERI 1 TANJUNGSARI SOUTH LAMPUNG 2017/2018 ACADEMIC YEAR

By

PutriUtami

The methodology of the research was experimental design with the treatments held in 6 meetings, 2 x 40 minutes for each meeting. In this research the writer used experimental method by using quasi experimental pre-test-post-test group design. The pre-test gave before the treatment at the eighth grade of SMP N 1 Tanjungsari South Lampung. At the end of the treatment, the writer gave the students a test, which called post-test. Towards the end, the score of pre-test and post-test compared in order to find the answer for the research questions.

The population of this research consisted of 229 students' of the eighth grade of SMP N 1 Tanjungsari South Lampung in the academic year of 2017/2018. The sample was taken by using clusters random sampling technique. The writer took two classes, consisting of experimental and control class. VIII B which consisted of 35 students as the experimental class, and VIII C which consisted of 36 students as the control class. In collecting the data, the writer used oral test instruction for pre-test and post-test with topics about describing people, animal, or thing. After being tried out the test, the instrument was used for the pre-test and post-test.

After giving the post-test, then the writer analyzed the data. From the data analysis, it was found that the result of independent sample T-test was 2.99. This result then was consulted to the score of  $T_{\text{critical}}$ , in this case  $T_{\text{critical } 0.05}$  was 2. The hypothesis proposal was that  $H_0$  is accepted, if the score of  $T_{\text{observe}} > T_{\text{critical}}$ . From analysis the score of  $T_{\text{observe}}$  was higher than  $T_{\text{critical}} (0.05)$ , so  $H_0$  was accepted, in other words, from this research, it was known that Chinese Whisper Game could improve the students' speaking ability. Therefore, there was a significant influence of using Chinese Whisper Game towards students' speaking ability.

**Keywords:** *Chinese Whispers Game, Experimental Design, Speaking Ability.*





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## DECLARATION

Hereby, I state this thesis entitled “The Influence of using Chinese Whisper Game towards Students’ Speaking Ability at the First Semester of the Eight Grade of SMP N 1 Tanjungsari South Lampung 2017/2018Academic Year” is completely my own work. I am fully aware that I have quoted some statements and theories from several sources and they are properly acknowledged in the next.

Bandar Lampung,      November 2017  
Researcher





## MOTTO

وَلَا وَلِيَ قُولُوا لِلَّهِ فَلْيَتَّقُوا عَلَيْهِمْ خَافُوا ضَعْفًا ذُرِّيَّةَ خَلْفِهِمْ مَنْ تَرَكُوا وَالَّذِينَ وَلِيَ خَشَ

سَدِيدًا ٩

9. “And let those fear (in their behaviour toward orphans) who if they left behind them weak off spring would be affair for them. So let them mind their duty to Allah, and speak justly.” (Q.S. An-Nisa, 9)<sup>1</sup>



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<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Amana Publications, Maryland, 10<sup>th</sup> edition, 1999), p. 79.



## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved Allah SWT and Nabi Muhammad SAW who always guide me and take care of me to be a good person.
2. My beloved father Mr. Mujiyono and my mother Mrs. NiningWahidah who has grown me up, educate, always pray, give me support and guidance to be successes in my study and life.
3. My brothers IlhamAmarrosyidi, Imam Bukhori, and my lovely sister Arum Kusumawati. Thanks for your love, help, support, and advice.
4. My best friends Mansur, DhinyFebri R, ElfaYusanti, Isnaini Yuniar, Nurlaila, Nuralisah, Bebeh, Adelia, Ayukand all English students of UIN RadenIntan Lampung especially PBI D/ 2013.
5. My beloved almamater UIN RadenIntan Lampung.



## CURRICULUM VITAE

The name of the researcher is PutriUtami. She was born in Mulyosari on August 08<sup>th</sup>, 1995. She is the second child of four children of Mr. Mujiyono and Mrs. NiningWahidah. She has two brothers and one sister. The names of her brothers are IlhamAmarrosyidi and Imam Bukhori, and the name of her sister is Arum Kusumawati.

The researcher began her school in SDN 1 Mulyosari in 2001 and graduated in 2007. In the same year, she continued her study in SMPN 1 Tanjungsari and graduated in 2010. After that, she went to SMA Assalam and graduated in 2013. Next, in the same year she continued her study to UIN RadenIntan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty. During studying at UIN RadenIntan Lampung, the researcher followed some organizations, such as BAPINDA, and ESA.

The researcher works at *bimbel Bandar Lampung Pintar* as a tutor since 2016 until 2017. She also became a teacher of MtsBaitulKirom since 2017 until today.



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Praise be to Allah, the almighty God, the most merciful, for blessing me with His mercy and guidance to finish this thesis. The peace is upon the prophet Muhammad SAW, with his family and followers. This thesis entitled “The Influence of Using Chinese Whisper Game toward Speaking Ability at the Eighth Grade of First Semester of SMP N 1 Tanjungsari in 2017/2018 Academic Year” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, University of Islamic Studies (UIN) RadenIntan Lampung. When finishing this thesis the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the researcher would sincerely thank;

1. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Treaning Faculty, UIN RadenIntan Lampung with his personel, who has given me opportunity and for bearance to the researcher when on going the study until the accomplishment of this thesis.
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8. Her best friends Mansur, DhinyFebri R, ElfaYusanti, Nurlaila, and all English students of UIN RadenIntan Lampung especially PBI D/ 2013.

Finally the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, November 1017  
The researcher

PutriUtami



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## CHAPTER I INTRODUCTION

### A. Background of the Problem

Language is an important part in this world for communication. It is stated in Al-Qur'an surah Al-Baqarah ayah 31:

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ صَادِقِينَ ﴿٣١﴾

*“And he taught Adam all the names, then showed them to the angels, saying: inform me of the names of these, if ye are truthful.”*

This ayah showed that Allah teaches Adam a language for the first time.<sup>1</sup> It can be concluded that language is the basic one to communicate each other, and understanding each other.

As a global language, English plays an important role in the world. Although English is not a language with the largest number of native speaker, English has become the bridge between two or more parties with different languages to communicate one another. It is also stated by Harmer that English has become a lingua franca that is widely adopted for communication between two speakers whose native language are

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<sup>1</sup>Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Amana Publications, Maryland, 10<sup>th</sup> edition, 1999), p. 30.

different from each other.<sup>2</sup> This condition makes English becomes important to be mastered.

In surah Ar-Rahman: 1 and 4, it is also stated about communication.

الرَّحْمَنُ عَلَّمَهُ الْبَيَانَ

*“The most beneficen (Allah). He taught him eloquent speech”*

Al-Syaukani in *Tafsir Fath al-Qadir* say *Al-bayan* means ability to communicate. It means that communication is a human character (fitrah).<sup>3</sup> So, people need a language to communicate, and nowadays English become lingua franca.

The speaking skill could be seen as the leading skill during the English learning process. During the learning process, learners need to communicate with others in order to express their ideas and their feelings. Thornbury stated that speaking is so much a part of daily life that people take it for granted. Thus, speaking is important to be learnt as early as possible especially in junior high schools.<sup>4</sup> It means speaking is the leading in the learning process and a part of daily life. Teaching speaking from junior high school is important. It makes foreign language learners have ability to speak and communicate using English in early age.

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<sup>2</sup>Jeremy Harmer, *The Practice of English language Teaching (4<sup>th</sup> Ed.)*, (Edinburg: Pearson Education Limited), p.20

<sup>3</sup>Muh. Syawir Dahlan, *Etika Komunikasi dalam Al-quran dan Hadist*, a dakwah tabligh journal vol.15, no. 1, Juni 2014: 115-123

<sup>4</sup>Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), p. 1



In addition, According to *Peraturan Pendidikan Nasional (Permendiknas) nomor 23 tahun 2006*, the main of speaking in the curriculum of junior high school is to make students able to express meaning in transactional and interpersonal languages in daily life context.<sup>5</sup>It means speaking is priority in curriculum that must be mastered for foreign language learners of junior high school to make them able to express meaning in daily life.

From descriptions above we can conclude that English is a communication language in the world, and speak is one to communicate. In Indonesia English learnt as a foreign language, and speaking become the main goal of junior high schools' curriculum. Those are why speaking is important to learn as early as possible. To make language learners in Indonesia have ability in speak English and able to communicate with other people who have different language.

In fact, based on the preliminary research data that obtained by interviewing the English teacher of eighth grade at SMP N 1 Tanjungsari, Mr. Mursyid, he stated that most of the students have difficulties in speaking (see on appendix 1C). It caused by some factors. Those are; first, most of the students were too shy and afraid to take a part in speaking. Second, the students were not enthusiastic to speak English in class and not brave enough to involve in the speaking learning process.<sup>6</sup>It means the

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<sup>5</sup>Badan Standar Nasional Pendidikan (BNSP), *Standar Kompetensi dan Kompetensi Dasar SMP/MTs*, (Jakarta: Kemendikbud, 2006), p. 388.

<sup>6</sup>Muhammad Mursyid, *Teacher's Interview*, SMP N 1 Tanjungsari, 2017, Unpublished

students are having problem with their confidence. We can see students' speaking score on the appendix 5A.

After interviewing the teacher, the researcher also gave the students questionnaires. The results were the students exactly have felt engage and pleasant in learning process, but they were passive in class. The students still believe that speaking is difficult because of some factors; first, they were afraid to making mistake when speak English. Second, the students confused when speaking. Third, they have a rare chance to speak English in the learning process. The fourth, they prefer to use mother tongue (Bahasa Indonesia) than English.<sup>7</sup>

From the problems above, most students still got difficulty to speak English well. This happened because the students had taught with monotonous way in speaking, and passive in speaking class. They still have low motivation to speak English. In addition, the teacher only asks the students to memorize and practice the dialog in teaching speaking. It made class atmosphere unpleasant and drab, they became unmotivated to learn it and unable to speak English well.

One way to improve students' speaking ability is to make students more active and confident. Wright said that language is hard work. One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and

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<sup>7</sup>The Eight Grade Students, *Students' Questionnaire of the Second Semester of the Eighth Grade 2016/2017 Academic Year*, SMP N 1 Tanjungsari, 2017, Unpublished

must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.<sup>8</sup> It means that the learners should be more active and have a lot practice to improve their skill. Therefore, the teachers could create a more exciting learning environment by introducing games.

Chinese Whisper according to Rosenfeld is a game in which a message is passed through a line of people. The last player announces the message which is often very different from the one that was uttered by the first. The game illustrates how different sources of noise accumulate, contaminating verbal communication.<sup>9</sup> It means the game starts with speak and whispers a message from one person to another person.

Nugraheni said that Chinese whispers game trained students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation which were considered as essential components for developing their language skills.<sup>10</sup> In addition, Zulianti states that the objective of using this game during teaching and learning is to improve the students' participation in English

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<sup>8</sup>Andrew Wright, David Betteridge and Michael Buckby, *Games for Language Learning*, (Cambridge: Cambridge University Press, 1994), p.2

<sup>9</sup>Matias Lopez-Rosenfeld, *et. Al*, *Quantitative Pedagogy: A Digital Two Player Game to Examine Communicative Competence*, a research article, published on november 10 2015, available at <http://figshare.com/s/a5fd10a0110e585ca06ec4b8d1f61>, accessed on 20<sup>th</sup> January 2017 at 10.45 am

<sup>10</sup>Yenny Dwi Nugraheni, 2015, *Improving Students' Mastery of The Simple Past Tense by Using Chinese Whispers and Group Grid Technique*. Journal of English Language Teaching, vol. 4 No. 1, pp.13-14. available at <http://Journal.Unnes.Ac.Id/Sju/Index.Php/7929/>, accessed on 20<sup>th</sup> January 2017 at 10.45 am



lesson, especially in speaking.<sup>11</sup> It means that Chinese whisper game can be used by the teacher in listening, reading, speaking and writing learning process, especially in teaching speaking.

Based on the statement above, the researcher assumed that Chinese Whisper game could solve the students' problem in speaking. Therefore, the researcher interest to conducting the research entitled "The Influence of Using Chinese Whisper Game toward Students' Speaking Ability at the Eighth Grade of First Semester of SMP N 1 Tanjungsari in 2017/2018 Academic Year."

## **B. Identification of the Problem**

According to the background above, there are some problems:

1. Students have less motivation in speaking.
2. The students are shy and afraid to take a part in speaking English.
3. The students are not enthusiastic to speak English in the class and not brave enough to involve in the speaking learning process.
4. The class atmosphere is not enjoyable and drab.
5. The students still believe that speaking is difficult and they are passive in speaking class.

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<sup>11</sup>Khurnia Zulianti, 2013, *Improving Speaking Achievement Using Whisper Game*, A Journal of English Teaching, Vol. 1 No. 1, p.66, Available at <http://www.Fkipunisma.Ac.Id/Wp-Content/Uploads/2013/02/Khurnia-Zulianti-Improving-Speaking-Achievement-Using-Whisper-Game-64-66-Pdf>, Accessed on 2<sup>nd</sup> February 2017 at 01.49 pm

### **C. Limitation of the Problem**

From the identification above, the researcher limits the problem mainly on the Influence of Using Chinese Whisper Game toward Students' speaking Ability.

### **D. Formulation of the Problem**

Based on the background above, the problem that came up in this research formulate as follow: Is there any influence of using chinese whisper game toward students' speaking ability?

### **E. Objective of the Research**

The objective of the research is to know whether there is significant influence of using chinese whisper game toward students' speaking ability or no.

### **F. Uses of the Research**

1. Theoretically, to enrich the information to the English teacher about teaching English by using Chinese whisper game and its influence towards students' speaking ability and to give the motivation to the students to use English in real communication and situation
2. Practically, to enrich the development of the research on the field of English language teaching, especially about problem solving model and speaking ability at UIN Raden Intan Lampung. And as a reference for the future research in other skill such as writing, listening, and pronunciation.

## **G. Scope of the Research**

The scope of the research is as follows:

1. Subject of the research

The subject of the research was the students at the first semester of eighth grade of SMP N 1 Tanjungsari, South Lampung.

2. Object of the research

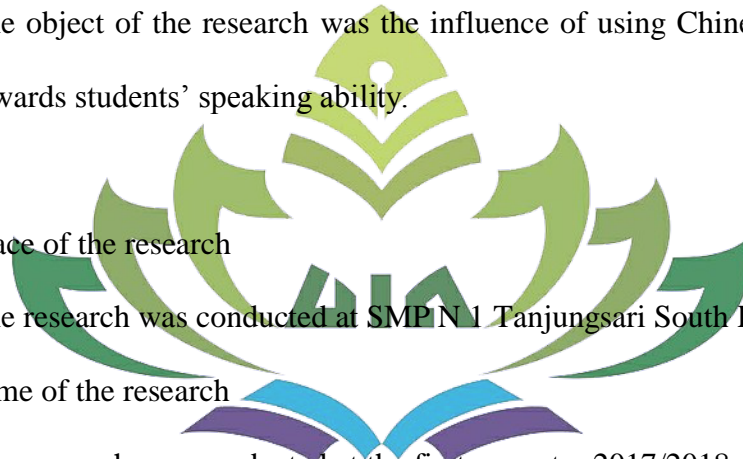
The object of the research was the influence of using Chinese whisper game towards students' speaking ability.

3. Place of the research

The research was conducted at SMP N 1 Tanjungsari South Lampung.

4. Time of the research

The research was conducted at the first semester 2017/2018 academic year.





## CHAPTER II

### FRAMES OF THEORY AND THINKING, AND HYPOTHESIS

#### A. Teaching English as Foreign Language

Teaching is about establishing effective and affective communication relationships with your students. Establishing an effective communication relationship means focusing on what is communicated, how it is "packaged" so that students' understanding is maximized, and how teachers and students let each other know how they are doing. Establishing an affective communication relationship means focusing on how teachers and students feel about each other, about the communication process, and about what is being taught and learned.<sup>1</sup> Therefore, relationship between teacher and student is important in teaching and learning process.

As an international language, English considers as an important language to be learned. Harmer states English is generally taken to apply the students who one studying general English at the schools in their country or as transitory visitor in a target-language country.<sup>2</sup> It means English is a tool in communicate with other who have different language.

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<sup>1</sup> Jason S. Wrench, *et.al*, *Communication Affect & Learning in the Classroom*, (San Francisco: Tapestry Press, 2009), pp.1-2

<sup>2</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Edinburg: Pearson Education Limited, 2007), p.19

Foreign language is one of courses in the curriculum which students should be encourage to talk a great deal in class and to express their idea, not simply what the teacher tells them to say. Setiyadi says English is really foreign language for language learner in Indonesia. Because in Indonesia it learns only at school and people do not speak English in society.<sup>3</sup> That is why many language learners in Indonesia cannot speak English fluently.

English is still considered one of the most important school subjects and therefore beginning teachers can find the responsibility of teaching it both exciting and challenging.<sup>4</sup> It means in teaching English as foreign language, the teacher should have known what the teacher should do and prepare everything in teaching English. The teacher should be creative in teaching and learning process.

From descriptions above, we know that English is the international language that is used in the world to communicate with others. Indonesian language learner think that English is difficult, because English is a language that really foreign and they do not use English to communicate in society. So, the teacher should create good relation with the students and the teacher should have a creative way in teaching and learning English to make the students interest, enjoy, and change their mind about English.

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<sup>3</sup> Ag. Bambang Setiyadi, *Teaching English as Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 22

<sup>4</sup> Andrew Goodwyn, *Teaching English*, (London: Routledge, 2005), p. ii

## B. Speaking

Hughes states that Speaking is the first mode in which children acquire language, it constitutes the bulk of most people's daily engagement with linguistic activity, and it is the prime motor of language change.<sup>5</sup> It means speaking is important because it is the prominent tool for people to communicate with language in their daily life activity.

Cameron said that speaking is the active use of language to express meanings so that other people can make sense of them.<sup>6</sup> It can conclude that speaking is about making people understand speaker's feeling and ideas by doing an act of communication using language.

Ladousse in Nunan states that speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently.<sup>7</sup> It means speaking is ability to express idea or opinion in the situation and activity.

From the descriptions above, we can conclude that speaking is important skill. Speaking is spoken productive language activity to communicate information that

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<sup>5</sup> Rebecca Hughes, *Spoken English, TESOL and Applied Linguistics*, (New York: Palgrave Macmillan, 2006), p.144

<sup>6</sup>Lynn Cameron, *Teaching Languages to Young Learners*, (Cambridge: Cambridge University Press. 2001), p. 40

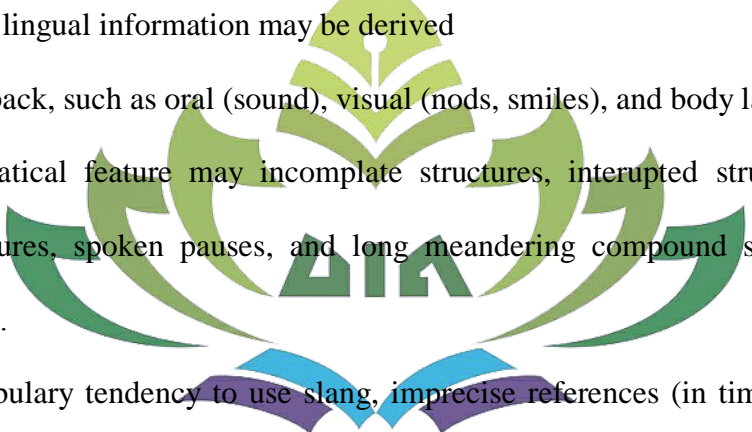
<sup>7</sup>David Nunan, *Research Method in Language Learning*, (Cambridge: Cambridge University Press, 1991), p.23



includes two or more people in which hearers and speakers. When we are hearing information, we give the feedback by speaking to create the good communication.

### C. Characteristics of Spoken Language

Spoken language refers to the automatic process that determines the identity of the language spoken in a speech sample.<sup>8</sup>Here are some characteristic of spoken language:

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- a. Extra lingual information may be derived
  - b. Feedback, such as oral (sound), visual (nods, smiles), and body language.
  - c. Gramatical feature may incomplate structures, interrupted structures, altered structures, spoken pauses, and long meandering compound sentences using “and”.
  - d. Vocabulary tendency to use slang, imprecise references (in time, soon, later), swear words, colloquial, limited vocabulary, and dialect/accent/regional words.

The following statements summarize some characteristic of spoken language:

1. The sentences of spoken language is shorter and easier to understand.
2. Spoken language is often produced on the spur of the moment.
3. Spoken language is comparably transient, except in the case of audio recordings.

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<sup>8</sup>Li Haizhou, *et.al*, *Spoken Language Recognition From Fundamentals to Practice*, a Journal vol.101, No. 5, May 2013,p.1136, available at <http://ai2-s2-pdfs.s3.amazonaws.com/>, accessed on 05 january 2018 at 01.00 pm.

4. Tends to express more emotions and personal feelings, perform more function on smoothing interpersonal relation.<sup>9</sup>

#### **D. Teaching Speaking**

Good speaking activities can and should be extremely engaging for the students. If they are participating fully -and if the teacher has set up the activity properly and can then give sympathetic and useful feedback- they will get tremendous satisfaction from it. Scott suggests that teaching of speaking depends on there being a classroom culture of speaking, and that classrooms need to become 'talking classroom'. In other words, students will be much more confident speakers (and their speaking abilities will improve) if this kind of speaking activation is a regular feature of lessons.<sup>10</sup> It means the teacher should make the students feel engage to active in speaking class, so the learners can improve their skill.

One of the best ways for you to help learners activate this knowledge is to put them in 'safe' situations in class where they are inspired and encouraged to try using language from their 'store'. These would not mainly be activities that teach 'new' language; rather, they would allow learners to try out language that they already understand and have 'learned', but not yet made part of their active personal repertoire. Generally speaking, you are likely to want to create activities in which

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<sup>9</sup>Bei Zhang, *An Analysis of Spoken language and Written Language*, a journal of language teaching and research, vol. 4, no.4, pp 834-838, july 2013, available at <http://www.academypublication.com/issues/past/jltr/vol04/04/24.pdf>, accessed on 05 January 2018 at 01.00 pm.

<sup>10</sup>Jeremy Harmer, *How to Teach English*, (Edinburg: Pearson Education Limited, 2007), pp. 123 -124

learners feel less worried about speaking, less under pressure, less nervous about trying things out.<sup>11</sup> It is important to make students relax in teaching and learning process.

According to Ur, there are some characteristics of a successful speaking activity:

1. Learners talk a lot. As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.
2. Participation is even. Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.
3. Motivation is high. Learners are eager to speak: because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective.
4. Language is of an acceptable level. Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.<sup>12</sup>

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<sup>11</sup> Jim Scrivener, *Learning Teaching a Guidebook for English Language Teacher*, (Macmilan: Macmilan Education, 2005), p. 148

<sup>12</sup> Penny Ur, *Op.Cit*, p. 120

Based on the definitions above, we know that the important things in teaching speaking are make the students motivate, active, and engage in learning. It is important to make the class situation fun and enjoy in teaching and learning process.

### **E. Speaking Ability**

Richard and Renandya explain that the ability to speak a second or foreign language well is a very complex task if we try to understand the nature of what appears to be involved. Speaking is use for many different purposes, such as social contact, to seek or express opinions, to persuade someone about something, or to clarify information. In some situations, we use speaking to give instructions or to get things done.<sup>13</sup> It means speaking ability is a way for us to communicate and express our opinion, idea, or something to get new information.

Speaking ability is one of language abilities that have to be learned and mastered by the students in learning of foreign language. But in fact, Richard and Renandya say that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions.<sup>14</sup> To solve this problem, the foreign language learners should learn and practice more often, and speak English as their habit.

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<sup>13</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), p.201

<sup>14</sup> *Ibid*, p.204



Louma says the ability to speak in foreign language is at very heart of what it means to be able to use a foreign language.<sup>15</sup> it means speaking is very important to be learned. In addition, Lado in Kusmaryati said speaking ability is described as the ability to report acts or situation, in precise words, or the ability to covers or to express a sequence of ideas fluently.<sup>16</sup> Speaking means an ability to communicate what is in our mind with other people.

Based on the descriptions above, the researcher concluded that speaking ability is an ability to convey our mind and then produce it with utterances to communicate. It is involves expressing idea, opinion, negotiation, report art or situation to get new information at the end and understanding each other.

#### **F. Measurement of Speaking Ability**

Thornbury said there are some categories of measuring speaking ability:

- a. Grammar and vocabulary.
- b. Discourse management, to express ideas and opinions in coherent.
- c. Pronunciation.
- d. Interactive communication.<sup>17</sup>

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<sup>15</sup> Sari Louma, *Assessing Speaking*, (Cambridge: Cambridge University, 2004), p.ix

<sup>16</sup> Sri Endang Kusmaryati, 2012, *Improving English Speaking Ability through Classroom Discussion*, p.32, An article available at [http://eprints.umk.ac.id/145/1/improving\\_english\\_speaking\\_ability.pdf&sa=U&ved=oahukewimi\\_\\_y3qzsahuy6mmkhri](http://eprints.umk.ac.id/145/1/improving_english_speaking_ability.pdf&sa=U&ved=oahukewimi__y3qzsahuy6mmkhri). Accessed on 02<sup>nd</sup> February 2017 at 10.00 am

<sup>17</sup> Scott Thornbury, *How to Teach Speaking*, (London: Longman, 2005), pp. 127-129

According to Richard and Renandya the successful communication also was in need of the ability to use the language properly in social interactions together with pitch, stress, and intonation. Moreover, physical messages such as gestures, body language, and expressions are necessary in understanding each other among speakers.<sup>18</sup>

### G. Students' Speaking Ability

Students' speaking ability is formed by three words, they are; students, speaking, and ability. According to Hamalik in Junia student is an important component in teaching and learning process in school.<sup>19</sup> It means student is a primary part of teaching and learning, and someone that still being taught or leaning in a school.

Thornbury states that speaking is an activity in real life that is carried out by the speaker to carry out his/her ideas to interact with listeners.<sup>20</sup> It means speaking is about making people understand speaker's feeling and ideas by communication. At the time people produce utterances, they deliver their meanings, feelings, ideas and desires.

Ability is condition of being able; power or capacity to do or act in any relation; competence in any occupation or field of action, from the possession of capacity,

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<sup>18</sup>Jack C Richard, and Willy A renandya, *Methodology in Language Teaching*, (Cambridge: Cambridge University Press, 2002), pp 254-256

<sup>19</sup>Junia, *et al*, 2012, *Persepsi Siswa Tentang Process Pembelajaran Oleh Guru Non PKn Di SMA Mulya Kedaton Bandar Lampung*, a journal education research available at <http://portalgaruda.org/article>. Accessed on 04<sup>th</sup> August 2017 at 01.00 pm

<sup>20</sup>Scott Thornbury, *How to Teach Speaking*, (London: Longman. 2005), p. 20

skill, means, or other qualification.<sup>21</sup> Ability is someone's capability or competence of doing something or action.

From the descriptions above, we can conclude that students' speaking ability is students' capability to communicate using language to convey their idea and feeling to achieve an understanding each other.

The important thing in speaking is understanding the information or message that given by the speaker. According to Brown, there are five criteria to assess students' speaking ability.

1. Grammar
2. Vocabulary
3. Comprehension
4. Fluency
5. Pronunciation.<sup>22</sup>



In conclusion, students' speaking ability in this research is students' capacity to express their ideas, opinions, feelings, and experiences using English with good pronunciation, grammar, vocabulary, fluency, and comprehension. It is going to indicate with score achieved by students from the test.

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<sup>21</sup>Richard Bradley, *Ability: Definition and Meaning*, an article available at [https://www.wordnik.com/words/ability?\\_e\\_pi\\_=7%2CPAGE\\_ID10%2C5984741007](https://www.wordnik.com/words/ability?_e_pi_=7%2CPAGE_ID10%2C5984741007), accessed on 21 March 2017, at 01.00 pm

<sup>22</sup>H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), pp. 172-173

## H. Game

### 1. Game in Teaching and Learning Process

When doing teaching, the teacher sometime uses games in delivering the material in order to make it fun. Game is a contest played according to rules and the winner is also be defined as the manner of playing in a contest, a situation that involves rivalry or struggle. In addition, a game can be defined as enjoyable activities with a set of rules or terms against each other.<sup>23</sup> Therefore, teacher can use game to increase the students' motivation towards the English language, at the same time that students can better develop or improve his/her own abilities of learning.

Hadfield in Ayu and Murdibjono explained two ways in classifying language games. She divides the language games into two types: linguistic games and communicative games. Linguistic games focused on accuracy, such as supplying the correct antonym. On the other hand, communicative games focused on successful exchange of information and ideas, such as two people identifying the differences between two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.<sup>24</sup> It means there are several types of games

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<sup>23</sup>Chris Valesca Sp, *Application of Games for The Development of Speaking Skill in Fourth Graders from Remigio Antonio Canarte School*, (London: Universidad Tecnologica De Pereira, 2012), p. 11

<sup>24</sup>Lusi Diah Ayu, Murdibjono, 2012, *The use of Games in Teaching English*, an educational aticle, available at <http://jurnal-online.um.ac.id/data/artikel/artikel2F52ED8757B2931EE9B7AE011A1263E5.pdf>, accessed on 03<sup>th</sup> march 2017 at 01.00 pm



that can be used in English Language teaching. Such as, games for learning accuracy and games for learning to find differences.

According to Wrigh *et al*, game can be played in pair and group work.

a. Pair work

Pair work is easy and fast to organize. It provides opportunities for intensive listening and speaking practice.

b. Group work

Some games require four to six players; in these cases group work is essential. If there is to be competition between groups, they should be of mixed ability.<sup>25</sup>

From Wrights' definition above, game can be played with pair work and group work. The pair work is easy to organize than the group work, but group work is can use for practice all of the language skills.

## 2. The Advantages of Using Game

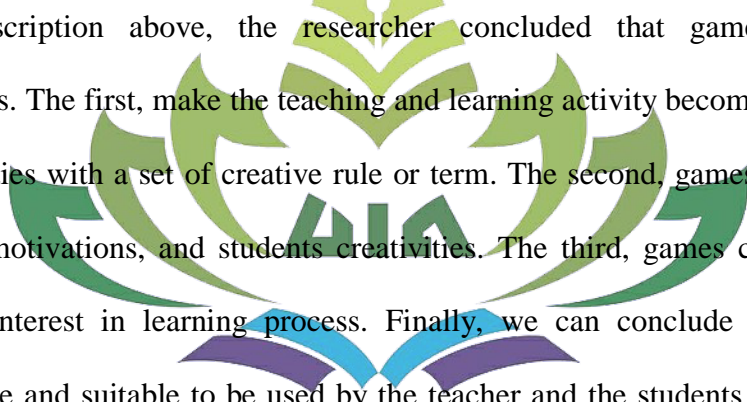
Wright *et al* said that games also help the teacher to create contexts in which the language is useful and meaningful. Games help and encourage many learners to sustain their interest and work. Games provide one way of helping the learners to

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<sup>25</sup>Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning*, (Cambridge: Cambridge University Press, 1994), p. 2

experience language rather than merely study it.<sup>26</sup> It means games can be used by the teacher to increase students' interest and can solve the students' problem.

Games make learning concepts more palatable for students and supply learners with a platform for their creative thoughts to bounce around. Games encourage creative behavior and divergent thought and are excellent ice breakers.<sup>27</sup> Games are the good decision in teaching and learning process. It provides innovative thinking and makes the students think creatively.



From description above, the researcher concluded that games have many advantages. The first, make the teaching and learning activity become enjoyable and fun activities with a set of creative rule or term. The second, games can encourage students motivations, and students creativities. The third, games can increase the students interest in learning process. Finally, we can conclude that games are appropriate and suitable to be used by the teacher and the students in teaching and learning process.

### **3. The Disadvantages of Using Game**

The disadvantages of using game are:

1. Discipline issues, learners may get excessively noisy.

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<sup>26</sup>*Ibid*, p.2

<sup>27</sup> Susan Boyle, *Teaching Toolkit: an Introduction to Games Based Learning*, Ucd Teaching and Learning Resource, Available At [Http//Www.Ucd.Ie/Teaching/](http://www.ucd.ie/teaching/) Accessed On 9<sup>th</sup> December 2017, at 10.30 am

2. Straying away from the basic purpose of the game-play activity, perhaps, due to inadequate rules instruction, resulting in playing too much and the lack of learning.
3. If games are already familiar or boring, students might not get equally involved.
4. Some learners, especially teenagers, may find games unnecessary and childish.<sup>28</sup>

Based on these statements, games also have some disadvantages that can be occur when we are using the games. Here are some solutions to solve the problems above:

1. The teacher should manage the game rules and less noisy.
2. The teacher should use the game that appropriate in the learning process.
3. The teacher should use the game that unfamiliar for the students.
4. The teacher should use the game that fun and enjoy for all of the students.

## **I. Chinese Whisper Game**

### **1. Concept of Chinese Whisper Game**

Masland says that Chinese Whisper game also known as 'the broken telephone'.<sup>29</sup> In addition, Chatbun states there is an interesting game called 'telephone' or 'whispers,' in which a message is passed on, in a whisper, down a line of people,

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<sup>28</sup> Miljana K. Stojković, Danica M. Jerotijević, 2011, *Reasons for Using or Avoiding Games in an EFL Classroom*, 1<sup>st</sup> International Conference Foreign Language Teaching and Applied Linguistics, May 5-7 2011, Sarajevo, Available at [Http://eprints.Ibu.Edu.Ba/559/1/FLTAL%202011%20Proceed%C4%B1ngs%20Book\\_1\\_P940-P947.Pdf](http://eprints.ibu.edu.ba/559/1/FLTAL%202011%20Proceed%20Book_1_P940-P947.Pdf), accessed on 09<sup>th</sup> December 2017

<sup>29</sup> Bruce Marsland, *Lesson From Nothing*, (New York: Cambridge University Press, 2012), p. 59

and the last person speaks the message out loud.<sup>30</sup> This game has many names in this world, such as “Telephone Game”, “Whisper Game”, and “Broken Telephone”.

David states that Chinese Whispers is a party game in which a whispered message is passed around a circle in the expectation that, in the telling, it will become comically distorted or exaggerated by the time it completes the circuit.<sup>31</sup> It means this game is played in group, and the message can be changed from the first person and the last one.

Marsland states that Chinese Whisper game is an old party game that is well suited to lines, rows or circles of students working as teams.<sup>32</sup> It means the students should play this game in a group and make a line, row, or circle and the message on this game have to deliver to all of the members of the group.

The whisper is passed around the circle until it reaches the person who made the sentence up. The child says the sentence aloud and the originator says the first sentence aloud to see how they compare.<sup>33</sup> It means one of the activities of this game is to compare the message from the first one and the last one to know whether the message is changed or not.

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<sup>30</sup>Robert L Chatburn, *The Whisper Game*, an article published on November 2013, available at <http://doi.org/10.4187/respcare.02805>, Accessed on 09<sup>th</sup> December 2016 at 01.30 pm

<sup>31</sup>Davit Thomas, *Chinese Whisper*, (Sanghai: Gray and Company, 2013), p. 33

<sup>32</sup>Bruce Marsland, *Op. Cit*, p. 59

<sup>33</sup>*Talking Together a Parent Guide to Speaking, Listening and Learning With Your Child*, An Article By The Basic Skill Agency London Available At <https://Oakgrovestockport.Co.Uk/Wp-Content/Uploads/2013/03/TalkingTogether.Pdf> Sa=U% Ved=Oahukewj605peyazsahuiwmkhaevbk4qfgggmaa% Usg=Afjqcnhrt97aua3-Qp6h7rkgI9zxz1qwa, accessed on 09<sup>th</sup> December 2017 at 01.00 pm

Based on the definitions above, we can conclude that Chinese whisper is a game that whisper or pass the message from person to person in a group, and the last person will announce the message that he/she got and compare it with the first person to see the similarity. The interesting one of this game is sometimes the message will change to another message or information.

## 2. The Advantages of using Chinese Whisper Game.

According to Marsland the advantages of using Chinese Whisper are:

1. To practice pronunciation.
2. Grammar correction exercise.<sup>34</sup> It means that Chinese whisper not only trains the verbal ability but also trains nonverbal ability.

Nugraheny mentions the advantages of the Chinese Whisper Game are:

1. Give students a fun learning experience.
2. Trained students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English language components such as grammar, vocabulary, spelling, and pronunciation.<sup>35</sup>

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<sup>34</sup>Bruce Marsland, *Op. Cit*, p. 59

<sup>35</sup>Yenny Dwi Nugraheni, 2015, *Improving Students' Mastery of The Simple Past Tense by Using Chinese Whispers and Group Grid Technique*. Journal of English Language Teaching, vol. 4 No. 1, pp.13-14. available at <http://Journal.Unnes.Ac.Id/Sju/Index.Php/7929/>, accessed on 20<sup>th</sup> January 2017 at 10.45 am



In addition, Wright explains how easily words and meanings can be confused and corrupted.<sup>36</sup> It means this game also has a moral value that we have to always checked the truth in every information, because sometimes it is not true or have been changed. It is also stated in Al-qur'an in surah An-nur: 15 and Al-Hujarat ayah: 6

إِذْ تَلَقَّوْنَهُ بِأَلْسِنَتِكُمْ وَتَقُولُونَ بِأَفْوَاهِكُمْ مَا لَيْسَ لَكُمْ بِهِ عِلْمٌ وَتَحْسَبُونَهُ هَيِّنًا وَهُوَ عِنْدَ اللَّهِ عَظِيمٌ ﴿١٥﴾

*"When you welcomed it with your tongue, and uttered with your mouths that where of you had no knowledge, you counted it a trifle. In the sight of Allah it is very great."* (Q.S. An-Nur, 15)

يَتَأْتِيهَا الَّذِينَ ءَامَنُوا مِنْ جَاءِكُمْ فَاسْقُ بِنَبَاٍ فَتَبَيَّنُوا أَنْ تُصِيبُوا قَوْمًا بِجَهَالَةٍ فَتُصْبِحُوا عَلَىٰ مَا فَعَلْتُمْ نَادِمِينَ ﴿٦﴾

*"o ye who believe! If an evil-liver bring you tidings, verify it, lest ye smite some folk in ignorance and afterward repent of what ye did."* (Q.S. Al-Hujarat: 6).<sup>37</sup>

In this both ayahs, it stated that we have to recheck the information that we have gotten before believe and spread it to other people. It is parallel with chinese whisper game moral value.

<sup>36</sup>Andrew Wright, David Betteridge, and Michael Buckby, *Op.Cit*, p. 93

<sup>37</sup>Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, Amana Publications, Maryland, 10<sup>th</sup> edition, 1999, p. 169.

Based on the descriptions above, we know that the advantages of using Chinese Whisper game in teaching and learning is making the students fun and enjoy, this game also can develop students' pronunciation, grammar, listening and speaking ability. Moreover, this game also has a moral value for the students about that they should not believe information instantly before search the true one and spread it to another person.

### **3. The Disadvantages of using Chinese Whisper Game.**

Chinese whisper also has disadvantages, they are:

1. The time sometimes does not enough for the students.
2. Students difficult to pass the length sentence.<sup>38</sup>

In other opinion here are some of the problems with 'Chinese Whispers':

1. Cannot hear what the person whispered.
2. Cannot remember what the person whispered.
3. Most of the players are childish and are prone to deliberately altering the word into something supposed to be amusing.<sup>39</sup>

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<sup>38</sup>Tarmizi Ramadhan, *Penerapan Teknik Cerita Berantai Untuk Meningkatkan Kemampuan Berbicara Siswa*, A Research Article, Published on 08 March 2009, Available at <https://Tarmizi.Wordpress.Com/2009/0308penerapan-Teknik-Cerita-Berantai-Untuk-Meningkatkan-Kemampuan-Berbicara-Siswa/>, Accessed on 13<sup>th</sup> March 2017, at 11.30 Am

From descriptions above, it means all of the problem in chinese whisper iscaused by the students. Therefore, the researcher tries to give the solutions:

1. The teacher should tell to the students to listen carefully when they are hearing the message. So they will remember it.
2. The students have to be patient and give the clear massage when delivering the message.
3. The teacher has to give simple sentence to the students, so the time will be effective and enough

#### **4. Procedures of using Chinese Whisper Game**

The procedures are:

1. Have a leader of a group of 10 students.
2. The leader whispers a sentence to a group member. Who in turn whispers it to another group member, and so on.
3. The final person says it aloud to the group.
4. The group compares the last person and the first person and the written text.<sup>40</sup>

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<sup>39</sup>*How to Play 'Chinese Whispers*, published on September 02, 2002, an article, available at [https://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwiGyoH2s8TSAhVMMY8KHdqfBd0QQFggIMAI&url=https%3A%2F%2Fh2g2.com%2Fedited\\_entry%2FA782516&usg=AFQjCNF4cUIWhIcGw\\_W6vVG06iGeu8e-SQ&sig2=lbME47DACAzFIImGgjaBpEg&bvm=bv.148747831,d.dGo](https://www.google.co.id/url?sa=t&rct=j&q=&esrc=s&source=web&cd=3&cad=rja&uact=8&ved=0ahUKEwiGyoH2s8TSAhVMMY8KHdqfBd0QQFggIMAI&url=https%3A%2F%2Fh2g2.com%2Fedited_entry%2FA782516&usg=AFQjCNF4cUIWhIcGw_W6vVG06iGeu8e-SQ&sig2=lbME47DACAzFIImGgjaBpEg&bvm=bv.148747831,d.dGo), accessed on 03<sup>th</sup> march 2017 at 07.30 pm

<sup>40</sup> David J Venech, *Warmers and Games*, (Ethiopia: Addis Ababa, 2012), p. 14

According to Marsland there is a variation in this game that we can use. At the end of the exercise can be a visual grammar correction exercise. This would produce a grammatically correct, if not identical, version of original text.<sup>41</sup>

According to the procedures above, we know that the original one only provide one section for all the groups. At the eighth grade, there are thirty until thirty five members in one class. It may cause class become uncontrollable and the teacher will difficult to manage the class. So, the researcher modifies the procedures of using Chinese whisper in teaching and learning speaking in the classroom. The steps are:

1. The teacher tells the students to make a group which consist of 7- 10 students.
2. The game will be played with two groups. So, the other groups have out of the class until the first section finish.
3. For the two groups in the first section, the teacher tells the students to stand up with their team and choose the leader.
4. Then the teacher will give the leader a sentence of message.
5. The leader reads the sentence for a minute. Then, whispers it to the next player.
6. The next player will do the same to the next player until the last player.
7. Finally, the last player will announce the message together with the other member in a group.
8. The faster group that finish first and the message is true become the winner in this group.

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<sup>41</sup>Bruce Marsland, *Op. Cit*, p. 59

9. Then turn to the next section with the other two groups. The groups will get the same treatment.
10. At the end, the students with the teacher find the meaning and check the grammar structure together.

## **J. Role Play Technique**

### **1. Role Play Technique**

For the control class the researcher will use a role play technique. Brown states that role playing is a popular pedagogical activity in communicative language teaching within constraints set forth by the guidelines, it frees students to be creative in their linguistic output. In some versions, role play allows some rehearsal time so that students can map out what they are going to say. And it has the effect of lowering anxieties as students can, even for a few moments, take on the persona of someone other than themselves.<sup>42</sup> It means student free to make their own material then perform it.

Larsen Freeman explains that role play is when the students are asked to pretend temporarily that they are someone else and to perform in the target language as if they were that person. They are often asked to create their own lines relevant to the situation.<sup>43</sup> It makes the students learn about the other person's situation.

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<sup>42</sup>H. Douglas Brown, *Op.Cit*, p.174

<sup>43</sup>Diane, Larsen – Freeman, *Technique and Principles in Language Teaching*, ( New York: Oxford University Press. 2000 ), pp. 84-85



According to Ur, role play is when participant or given a situation plus problem or task, as in simulation, but they are also allotted individual rules.<sup>44</sup> It means Role play can be played individually.

From the definitions above the writer conclude that role play is when student acting or doing something that relevant to the situation. They can make and map out what they are going to say according to the situation given.

## **2. The Advantages of Using Role Play**

Harmer states that role play has three advantages. First, they can be good fun and are thus motivating. Secondly, they allow hasitant students to be more forthright in their opinions and behavior without having to take responsibility for what they say in the way that they do when they are speaking for themselves. Thirdly, by broadening the world of the classroom to include the world outside, they allow students to use a much wider range of language than some more task-centred activities may do.<sup>45</sup>

Van men in Yadikar states that the disadvantages of using Role Play are:

- a. Enables students to express their hidden feelings.
- b. Enables students to discuss private issues and problems.
- c. Enables students to empathize with others and understand their motivations.
- d. Gives practice in various types of behaviors.

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<sup>44</sup> Penny Ur, *Op. Cit*, p. 132

<sup>45</sup>Jeremy Harmer, *The Practice of English language Teaching (4<sup>th</sup> Ed.)*, (Edinburg:Pearson Education Limited), p. 353

- e. Portrays generalized social problems and dynamics of group interaction, formal informal.
- f. Gives life and immediacy to academic descriptive material.<sup>46</sup>

From descriptions above the researcher conclude that role play has many advantages for the students.

### **3. The Disadvantages of Using Role Play**

- 1. Teachers have to do heavy preparation for setting up the background, contexts, and learning goals for the role play activities.
- 2. Data and background information about the role played character may need to be prepared and distributed to the students to help them with the assigned roles.
- 3. It may be quite difficult to assess proficiency of the students on their role play performance.<sup>47</sup>

### **4. Procedures of using Role Play**

Scrivener explains that in role play, learners are usually given some information about a 'role' (e.g. a person or a job title). These are often printed on 'role card'. Learners take a little preparations time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from her role

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<sup>46</sup> Yudicar, 2004, a thesis: *The Effect of Activities Based on Role Play on Ninth Grade*, p.19, available at <https://etd.lib.metu.edu.tr/upload/12605375/index.pdf>, accessed on 11 august 2017, at 07.00 am.

<sup>47</sup> Chan C, 2009, Assessment: Role Play, Assessment Resource Centre, University of Hong Kong Available at <http://arc.cetl.hku.hk>, Accessed on 11 august 2017, at 07.00 am

cards.<sup>48</sup>To make it clear about this technique, the technique will be applied in some steps as follows:

1. The teacher gives an information and situation about something that will be played by the students. For example describing her/his pet to his friend.
2. Then students take a preparations time to develop that information.
3. And finally they act in front of the class.

#### **K. Frame of Thinking**

Speaking is an important skill. It uses by someone to communicate orally in daily life whether at school or outside of the school. Most teachers tried to find techniques in order to make students interested in learning speaking process.

In fact, the students at the eighth grade of first semester of SMP N 1 Tanjungsari have difficulties in speaking subject. It was caused by some factors. They were too shy and afraid to speak because of lack of confidence and motivation. In addition, the teacher only asks the students to memorize the dialog. It makes classroom atmosphere less of fun and enjoyable for the students.

In order to solve the problems faces by the students at the eighth grade of first semester of SMP N 1 Tanjungsari and make students motivate in learning process, Chinese whisper game might be provided for helping them. Chinese whisper presents a fun, enjoyable, motivating, and interesting lesson. So, the students learn

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<sup>48</sup> Jim Screvener, Op. Cit, p. 155

in fun and enjoyable situation in the speaking class and the students will be motivated and finally will be more active in teaching and learning English. Based on those statements, the researcher assumed that Chinese whisper is very appropriate in the teaching learning English, especially in teaching speaking.

#### **L. Hypothesis**

Based on the frame of thinking above, the researcherformulates the hypotheses as follows:

H<sub>a</sub>: There is a significant influence of using chinese whisper game towards students' speaking ability at the first semester of eight grade of SMP N 1 Tanjungsari in 2017/2018 academic year.

H<sub>o</sub>: There is no significant influence of using chinese whisper game towards students' speaking ability at the first semester of eight grade of SMP N 1 Tanjungsari in 2017/2018 academic year.

## CHAPTER III RESEARCH METHODOLOGY

### A. Research Design

The formidable problem that follows the task of defining the research problem is the preparation of the design of the research project, popularly known as the “research design”.<sup>1</sup> In this research, the writer used experimental design. The experimental design sets up the conditions required for demonstrating cause-and-effect relationships.<sup>2</sup> It means experimental design is a research design that use to find the influence of one variable to another variable. The writer used quasi experimental pre-test-post-test group design to know whether using Chinese whisper can influence students’ speaking ability or not.

The writer was select two classes consisting of experimental and control class. The experimental class treated by using Chinese whisper game. Whereas, the control class treated by role play. In this research, the students did the pre-test to know their speaking ability before treatment and post-test to know their speaking ability after the treatment using Chinese whisper game. The pre-test and post-test was conducted for control and experimental classes.

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<sup>1</sup>C.R Khotari, *Research Methodology: Method and Technique*, (New Delhi: New Age International Publisher, 2004), p.31.

<sup>2</sup>Donald Ary, *et.al, Introduction to Research in Education*, (Wadsworth: Cengage Learning, 2010), p.271.



## B. Variable of the Research

There were two variables in this research. They were independent and dependent variables. The independent variable used Chinese whisper game (X), and the dependent variable was students' speaking ability (Y).

## C. Operational Definition of Variable

The operational definition of variable is follow:

### 1. Independent Variable (X)

Chinese whisper game is game for teaching speaking by asking the students to work in groups and then whisper a message from one person to another person.

### 2. Dependent variable (Y)

Speaking ability is ability to convey our mind, idea, opinion, or information to communicate and understanding each other.

## D. Population, Sample, and Sampling Technique

### 1. Population

A population is defined as all members of any well-defined class of people, events, or objects.<sup>3</sup> Population of this research was the students at the eighth grade of first semester of SMP N1 Tanjungsari in 2017/2018 academic year. Consist of seven classes, from class A till class G.

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<sup>3</sup>*Ibid*, p.148.

## 2. Sample

The small group that is observed is called a sample.<sup>4</sup> It means that sample is part of individual members that chosen to present whole population. Based on the population above, the writer took two classes as the sample of this research.<sup>5</sup> Class C as the control class, and class B as the experimental class.

**Table 1**  
**Sample of the research**

No.	Class	Gender		total
		Male	Female	
1.	VIII B	10	25	35
2.	VIII C	10	26	36

Sourch: SMP N 1 Tanjungsari, first semester 2017-2018 academic year, 2017

## 3. Sampling Technique

In getting the sample of this research, the writer was used cluster random sampling technique because the population is homogenous and in group. Khotari said that under this sampling design, every item of the universe has an equal chance of inclusion in the sample. It is, so to say, a lottery method in which individual units are picked up from the whole group not deliberately but by some mechanical process. Here it is blind chance alone that determines whether one item or the other is selected.

<sup>4</sup> Donald Ary, *Op. Cit*, p.148.

<sup>5</sup> SMPN 1 Tanjungsari, *Sample of the Research at the First Semester 2017-2018 Academic Year*, SMP N 1 Tanjungsari, 2017, Unpublished

The results obtained from probability or random sampling can be assured in terms of probability.<sup>6</sup>

### **E. Data Collecting Technique**

In this research the researcher uses the data which come from:

1. Pre-test is necessary to established prior knowledge.<sup>7</sup> It was done to know the students' speaking ability before treatment. The test was oral test monologue for control class and experimental class, where the students should choose one topic that provided. The topics are about describing person, animal, place, or etc, and they should practice it orally maximally in three minutes.  
The researcher was given the pre-test to the students in control class and experimental class to measure their speaking ability before treatment.
2. Post-test was done to know the students' speaking ability after the treatment using chinese whisper game. It was administered after treatment given to measure the influence of using chinese whisper game towards students' speaking ability in describing something. The test was oral test monologue for control class and experimental class, where the students should choose one topic that provided. The topics are about describing a person, animal, place, or etc, and they should practice it orally maximally in three minutes.

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<sup>6</sup>C.R Khotari, *Op. Cit*, p.60.

<sup>7</sup> Michael Delucchi, *Measuring Students Learning in Social Statistic : A Pretest-Posttest Study of Knowledge Gain*, a journal of American Sosiological association, p. 232, published on july 2, 2011, available at tso.sagepub.com, accessed on 05 November 2017 at 01.00 pm.

## **F. Research Instrument**

In this research, the instrument was an instruction to having monologue for control class and experimental class, about describing people, animal, thing, or etc. The students will choose one topic that provided. Based on Cambridge university teaching guide line, students should do oral test in 3 minutes maximally to assess speaking ability.<sup>8</sup> According to it, the researcher gave students time to finish their monologue in three minutes maximally.

## **G. Research Procedures**

In conducting the research, the writer was applied some procedures:

### **1. Finding the Subject of the Research**

The writer chooses the students of eighth grade of SMP N 1 Tanjungsari in 2017/2018 academic year as subject of the research. There was two classes as the subject of this research, class B as the experimental class and class C as control class.

### **2. Administering the Pre-Test**

Pre-test was conducted before treatment. The test had been done orally by asking the students to make a monologue about describing person, animal, or thing and

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<sup>8</sup>Cambridge University, Cambridge English Preliminary, (Cambridge: Cambridge University Press, 2016), p. 56

perform it in front of the class. the researcher gave student time to finish their monologue in three minutes maximally.

### **3. Conducting Treatments**

The treatment was given six times after pre-test. In require 2x40 minutes for each meeting. In the treatment, the writer as the teacher taught the students using Chinese whisper game. The students got the explanation about the goals and instructions of using Chinese whisper. The sentences in the game were related to the topic about describing something. After playing the game, the teacher and the students discuss about related of the sentences that they have used in the game with descriptive text monologue characteristic. And then the researcher asked the students to make monologue about describing something, such as people, animal, and thing.

In control class the students was given the other technique that is role play.

### **4. Administering the Post-Test**

Post test was given after the treatments and the difficulty of post-test was same as a pre-test, it was used to measure the students' speaking ability after treatments.

The test had been done orally by asking the students t make a monologue about describing person, animal, or thing and perform it in front of the class.

### **5. Analyzing the Result of Post-Test**

In analyzing the result, the writer compared the result of post-test in experimental class to see whether the post-test's score of experimental class is higher than the other class or not.



## H. Scoring Scale for Evaluating Students' Speaking Ability

In this research, the writer uses oral English rating sheet that are proposed by Brown.<sup>9</sup>

**Table 2**  
**The Rating Sheet Score**

No	Criteria	Rating Score	Comments
1	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		5	Equivalent to that of an educated native speaker.
2	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary

<sup>9</sup> H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (New York: Longman, 2003), pp. 172-173.

			and idioms, colloquialisms, and pertinent cultural references.
3	Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements If delivered with slowed speed repetition, or paraphrase.
		2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
		3	Comprehension is quite complete at a normal rate on speech.
		4	Can understand any conversation within the range of his experience.
		5	Equivalent to that of an educated native speaker
4	Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
5	Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
		4	Errors in pronunciation are quite rare
		5	Equivalent to and fully accepted by educated native speakers.

Source: H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, pp.172-173

## **I. Validity and Reliability of the Test**

### **a. Validity of the Test**

Ary says that Validity is defined as the extent to which scores on a test enable one to make meaningful and appropriate interpretations.<sup>10</sup> To measure whether the test has good validity or not. Therefore, the researcher used content validity and construct validity.

#### **1. Content Validity**

Content validity associated with all the test items contained in a measuring instrument. In getting the content validity, the test was adapted with an English teacher and the student book that is the test suited with subject that is taught to the students.

#### **2. Construct Validity**

To measure construct validity refers to assumption, showing the measurement used contains correct operational definition, which is based on the theoretical concept. Construct validity is needed to the measuring instrument that have some indicators to measure one aspect or construct. In the other words, construct validity is just like a concept, both of them are abstraction and generalization that need to be defined so clearly that can be measured and examined. Therefore construct validity is focus on kind of the test that used to measure the ability. In

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<sup>10</sup>Donald Ary, *Op.Cit*, p.224

this section, the researcher consulted with the English teacher to make sure that instruments are valid.

### **b. Reliability of Test**

The reliability of a measuring instrument is the degree of consistency with which it measure whatever it is measuring. This quality is essential in any kind of measurement. People who use such measurements must identify and use techniques that will help them determine to what extent they measuring instrument are consistent and reliable.<sup>11</sup> Reliability means that scores from an instrument are able and consistent.

To ensure reliability of the test, the researcher used inter-rater reliability. Inter-rater reliability of the test is used when the scores on the test are independently estimated by two or judges of rate, in this case is the teacher and the researcher. In this research, the research got score from the speaking test and the score had to be consistent with assessment. The researcher asked the student to describe something in front of the class maximally three minutes. The researcher recorded the speaking test and compared with the teachers' assessment. The statistically formula for counting the inter-rater reliability can use pearson product-moment.

The formula is as follows:

$$r_{xy} = \frac{n\sum x_1y_1 - (\sum x_1)(\sum y_1)}{\sqrt{(n\sum x_1^2 - (\sum x_1)^2)(n\sum y_1^2 - (\sum y_1)^2)}}$$

Notes:

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<sup>11</sup> Donald Ary, *Op.Cit*, p.236.

$n$ : the number of sample  
 $R_{xy}$ : the correlation between x and y  
 $x_1$ : the number of x score (odd items)  
 $y_1$ : the number of y score (even score)  
 $x_2$ : the number of squares of x scores  
 $y_2$ : the number of squares of y scores  
 $xy$ : the total number of x and y

Then the result of  $r_{xy}$  consulted to the criteria of reliability as follows:

Reliability coefficient 0.800 until 1.000 is very high

Reliability coefficient 0.600 until 0.800 is high

Reliability coefficient 0.400 until 0.600 is fair

Reliability coefficient 0.200 until 0.400 is low

Reliability coefficient 0.000 until 0.200 is very low

From the criteria of reliability above, it can be drawn a conclusion that the result of reliability for the test has a high reliability because the result of the reliability amount to 0.692 it means that reliability of the test in this research are reliable (see appendix 12). The instrument of test in pre-test and post-test were speaking test, where the students perform their speaking in the class by describing something.

## **J. Data Analysis**

### **a. Normality Test**

The normality test used to measure whether the data in the experimental class and control class are normally distributed or not. In this, the researcher was used Liliefors test as explained below.

#### **a. Hypothesis formula**

$H_0$  : the data has normal distribution

$H_a$  : the data do not have normal distribution

- b. The average rates ( $\bar{x}$ ) are calculated by formula:

$$\bar{x} = \frac{\sum X_i}{n}$$

Notes:

$x_i$  : the score achieve by students

$n$  : the total of students

- c. Variant ( $S^2$ ) calculated by formula:

$$S^2 = \sqrt{\frac{nx^2 - (\sum x_i)^2}{n(n-1)}}$$

Notes:

$x_i$  : the score achieve by students

$n$  : the total of students

The test of hypothesis is follow:

- 1) For  $x_1, x_2, x_3, \dots, x_n$  assumed as number  $z_1, z_2, z_3, \dots, z_n$  by using the formula:

$$z_i = \frac{x_i - \bar{x}}{S}$$

- 2) For each this absolute number is arranged in the normal distribution, then it calculated  $F(z_i) = P(z \leq z_i)$ .

- 3) Next calculate the proportion  $z_1, z_2, z_3, \dots, z_n$  then can be smaller or just the same as  $z_i$ . The proportion is represented by

$$S_z = \frac{\sum z_1, z_2, z_3, \dots, z_n \text{ that } \leq z_i}{n}$$

- 4) Calculate  $F(z_i) - S_z$  and calculate the absolute number.



- 5) Calculate the highest number among those absolute numbers and calls the number as  $t_{\text{observed}}$

d. The criteria are as follows:

$H_0$  is accepted if  $L_{\text{observed}}$  is lower than  $L_{\text{critical}}$ , means that the distribution of the data is normally distributed.

$H_0$  is rejected if  $L_{\text{observed}}$  is higher than  $L_{\text{critical}}$ , means that the distribution of the data is not normally distributed.

### b. Homogeneity Test

Before administering the data, it is necessary that the data are homogenous or not.

The following explanation is to prove homogeneity of the test.

a. The hypothesis for the homogeneity tests are:

$H_0$  : the variance of the data is homogenous

$H_a$  : the variance of the data is not homogenous

b. The formula is:

$$F = \frac{v_b}{v_k}$$

Notes:

F : the homogenous

$v_b$  : the biggest variant

$v_k$  : the smallest variant

c. The testing criteria are:

$H_0$  is accepted if  $F_{\text{observed}}$  is lower than  $F_{\text{critical}}$  at certain level of significant.

It uses the level of significant 0.05.

### c. Hypothetical Test

In this research the researcher used the quantitative analysis to know whether there is an influence of using Chinese whisper towards students' speaking ability or not. The data analysis used independent simple t-test - for there were two variables - as explained below in order to know the significant of the treatment effect. The significance of the difference in the average pretest–posttest change for the two groups could be determined by a *t* test.

a. The formula is:

$$t = \frac{X_1 - X_2}{S_{gab} \sqrt{\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$\text{where: } S_{gab} = \frac{(nx-1)S_x + (ny-1)S_y}{nx+ny-2}$$

Notes:

- $X_1$  : mean of control class
- $X_2$  : mean of experimental class
- $nx$  : number of student x
- $ny$  : number of student y
- $S_x$  : varian x
- $S_y$  : varian y

b. The hypothesis formula are:

$H_a$  :  $\mu_1 \neq \mu_2$  (There is an influence of using chinese whisper towards students' speaking ability).

$H_o$  :  $\mu_1 = \mu_2$  (There is no an influence of chinese whisper towards students' speaking ability).

c. The criteria are:

$H_o$  is not accepted if  $t_{\text{observed}}$  is higher than  $t_{\text{critical}}$ .

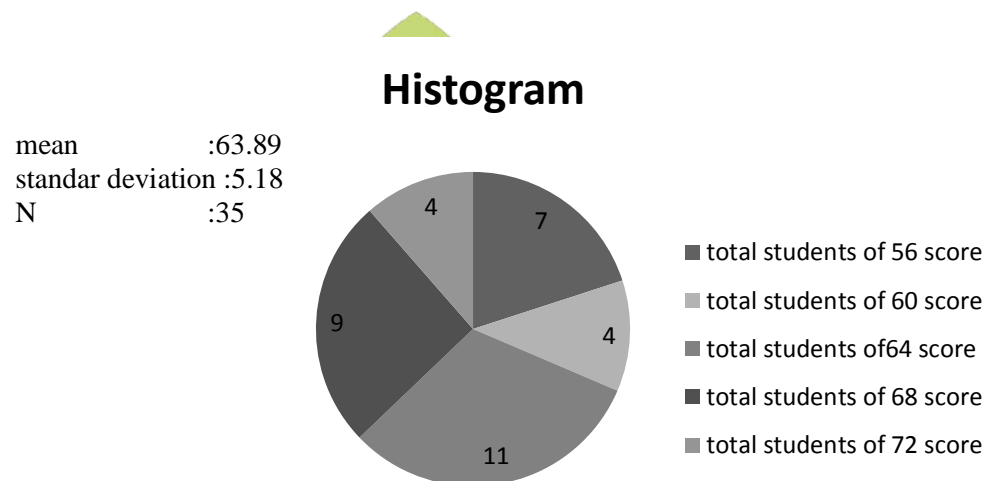
$H_a$  is accepted if  $t_{\text{observed}}$  is lower than  $t_{\text{critical}}$

## CHAPTER IV RESULT AND DISCUSSION

### A. Result of the Research

#### 1. Result of the Pre-Test and Post-Test in the Experimental Class

As Delucchi says, pre-test is necessary established prior knowledge.<sup>1</sup> It was done to know the students' speaking ability before treatment. The pre-test score of the students' speaking ability in experimental class could be seen in figure 1.



**Figure 1**  
**Graph of Pre-Test Result in Experimental Class**

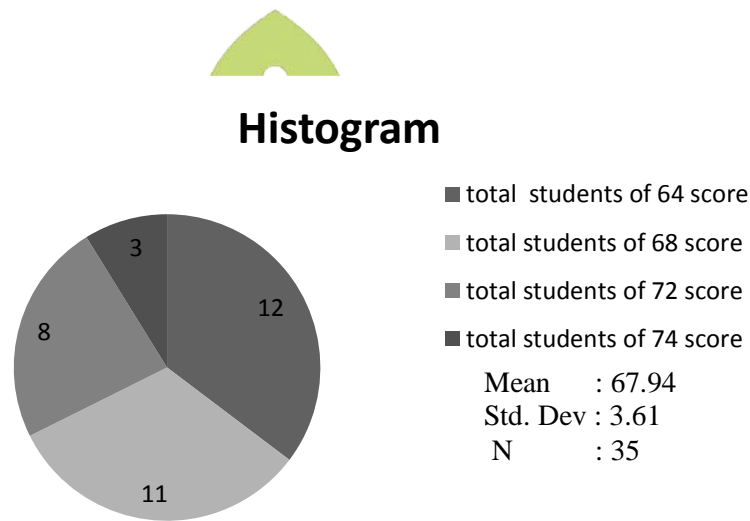
Based on figure 1, the total students who got 56 was 7 person, 60 = 4 person, 64 = 11person, 68=9 person, and who got score 72 was 4 person. The mean of pre-test in experimental class was 63.89, standard deviation was 5.18, N was 35, median

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<sup>1</sup> Michael Delucchi, *Measuring Students Learning in Social Statistic: A Pretest-Posttest Study of Knowledge Gain*, a journal of American Sosiological association, p. 232, published on july 2, 2011, available at tso.sagepub.com, accessed on 05 November 2017 at 01.00 pm.

was 64.5, variance was 26.81, minimum score was 56, and maximum score was 72. It showed students' speaking ability before the treatments. It can be seen in appendix 8.

The researcher conducted post-test in order to see students' speaking ability after the treatments. The post-test was administered on 10<sup>th</sup> October 2017. The post-test score of students' speaking ability in experimental class could be seen in figure 2.



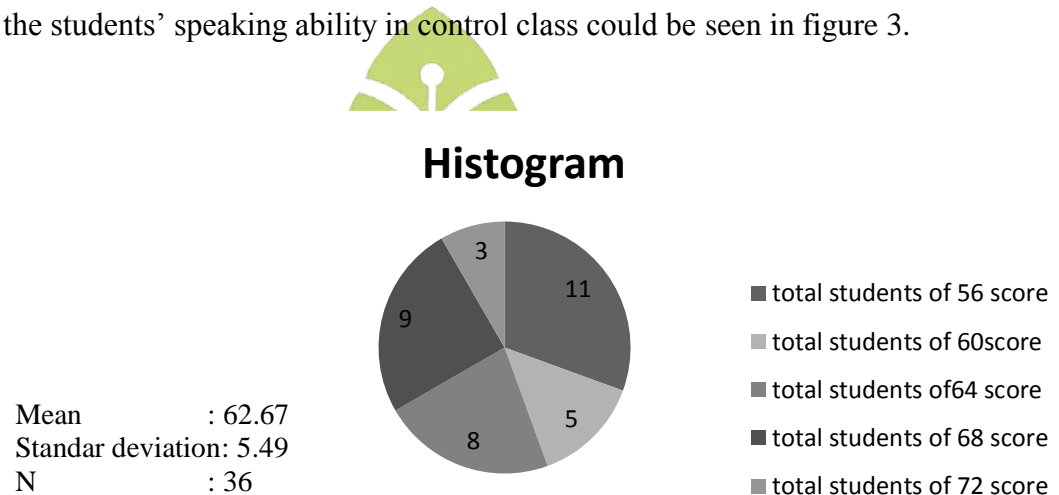
**Figure 2**  
**Graph of Post-Test Result in Experimental Class**

Based on figure 2, the mean of post test in experimental class was 67.94, standard deviation was 3. 61, N was 35, median was 68, variance was 13.97, minimum score was 64, and maximum score was 74. It showed students' speaking ability after they got the treatments. It can be seen in appendix 8.

Based on explanations above, we can see an improvement score after treatment. From the mean of both datas,for the pre-test, it was 63.89. Meanwhile, the mean of post-test was 67.94. The mean of pre-test score < the mean of post-test score, it means there is an improvement.

## 2. Result of Pre-Test and Post-Test in the Control Class

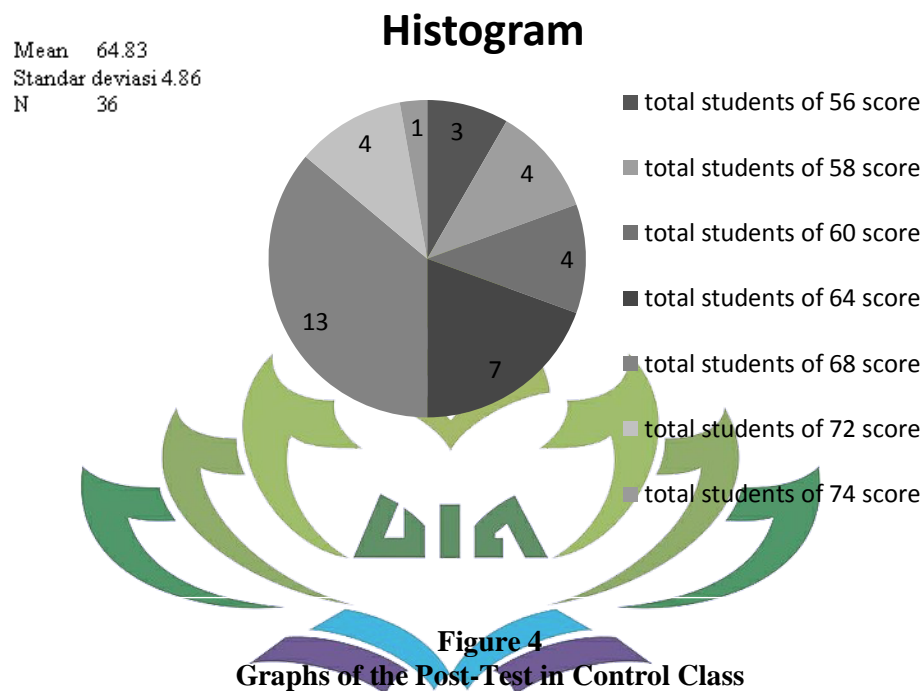
The researcher also gave pre-test and post-test in control class. The pre-test score of the students' speaking ability in control class could be seen in figure 3.



**Figure 3**  
**Graphs of the Pre-test in Control Class**

Based on figure 3, the mean of post test in control class was 62.67, standard deviation was 5.49, N was 36, median was 64, variance was 30.17, minimum score was 56, and maximum score was 72. It showed students' speaking ability after they got the treatments. It can be seen in appendix 8.

The researcher also gave post-test in control class to see students' speaking ability after the treatments. It was administered on 11<sup>th</sup> October 2017. The scores of post-test in control class are presented in figure 4.



Based on figure 2 that the mean of the post-test in control class was 64.84, standard deviasi = 4.86, N = 36, median = 66, mode = 68, variance = 23.61, minimum score = 56, and maximum score = 74. It showed students' speaking ability after they got the treatments. It can be seen in appendix 8.

Based on explanations above, we can see an improvement score after treatment. From the mean of both datas, for the pre-test, it was 62.67. Meanwhile, the mean of post-test was 64.68. The mean of pre-test score < the mean of post-test score, it means there is an improvement.



From previous explanations, the researcher treated the experimental class using Chinese Whisper game and role play for control class. Based on the result before, there was improvement in both classes. But, the experimental class showed more improvement than in the control class. It can be proved by differencing of mean score. In the experimental class, the score difference was 4.05. Meanwhile, the score difference in control class was just 2.01. The score difference of experimental class was higher than the score difference of control class. Therefore, the treatments using Chinese Whisper Game were more improve students' speaking ability than using role play.

### **3. Data Analysis**

#### **1) Fulfillment of the Assumptions**

Parametric statistical significance tests, such as analysis of variance and least squares regression, are widely used by researchers in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality and homogeneity test must be satisfied.

##### **a. The Result of Normality Test**

The normality test is used to measure weather the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas were:

$H_0$  : the data has normal distribution

$H_a$  : the data do not have normal distribution

Criteria of acceptance were:

$H_0$  is accepted if  $L_{\text{observed}}$  is lower than  $L_{\text{critical}}$ , means that the distribution of the data is normally distributed.

$H_0$  is rejected if  $L_{\text{observed}}$  is higher than  $L_{\text{critical}}$ , means that the distribution of the data is not normally distributed.

Based on the data of normality test on appendix 9, it could be seen that the  $L_{\text{observed}}$  of post-test and pre-test in experimental class were 0.232 and 0.136 and  $L_{\text{critical}} = 0.951$ . It means  $L_{\text{observed}}$  was lower than  $L_{\text{critical}}$ . Therefore,  $H_0$  was accepted. And the data of experimental class was in normal distribution.

Meanwhile, the  $L_{\text{observed}}$  of post-test and pre-test in control class were 0.860 and 0.136 and  $L_{\text{critical}} = 0.951$ . It means  $L_{\text{observed}}$  was lower than  $L_{\text{critical}}$ . Therefore,  $H_0$  was accepted. And the data of control class was in normal distribution.

#### **b. The Result of Homogeneity Test**

The homogeneity test is used to measure whether the data in the experimental class and control classes are homogenous or not.

The hypothesis formulas were:

$H_0$  : the variance of the data is homogenous

$H_a$  : the variance of the data is not homogenous

Criteria of acceptance were:

$H_0$  is accepted if  $F_{\text{observed}}$  is lower than  $F_{\text{critical}}$  at certain level of significant. It uses the level of significant 0.05.

Based on the data of homogeneity test on appendix 10, it could be seen that the  $F_{\text{observed}}$  of post-test and pre-test in experimental class and control class were 1.69 and 1.13 and  $F_{\text{critical}} = 1.84$ . It means  $F_{\text{observed}}$  was lower than  $F_{\text{critical}}$ . Therefore,  $H_0$  was accepted. And the data was homogenous.

### c. The Result of hypothetical Test

Based on the previous explanations, result of the normality and homogeneity test in experimental class and control class were satisfied. Therefore, in this research the researcher used independent sample t-test to test the hypothesis.

The hypotheses are:

$H_a$ :  $\mu_1 \neq \mu_2$  (There is an influence of using chinese whisper towards students' speaking ability at the eighth grade of first semester of SMP N 1 Tanjungsari in 2017/2018 academic year).

$H_0: \mu_1 = \mu_2$  (There is no an influence of chinese whisper towards students' speaking ability at the eighth grade of first semester of SMP N 1 Tanjungsari in 2017/2018 academic year).

While the criteria acceptance or rejection of hypothesis was:

$H_a$  is accepted if  $t_{\text{observed}}$  is higher than  $t_{\text{critical}}$ .

Based on the result of calculation using independent sample t-test on appendix 11, it could be seen that the  $t_{\text{observed}} = 2.51$  and  $t_{\text{critical}} = 2$ . It means  $t_{\text{observed}}$  was higher than  $t_{\text{critical}}$ . Therefore,  $H_a$  was accepted. And there was any influence of using Chinese whisper game towards student's speaking ability at the eighth grade of the first semester of SMPN 1 Tanjungsari.

## **B. Discussion**

### **a. Problems in Doing Research**

When doing the treatments, the researcher found some problems. There were:

1. The students could not hear the sentences from their friend well. Then, they asked more time.
2. The students were cheating. They asked the previous person whispered the sentence again although the time was over.
3. Sometimes, other students disturbed the students who played the game.

From the problems above, the researcher gave some solutions. There were:

1. The researcher asked the person who whispered the sentence to deliver the sentence carefully and clearly. So, the listener can hear the sentence well.
2. The group that cheats and disturbs another group will be disqualified.

#### **b. Discussion of the Research**

The students taught by using Chinese whisper game in the experimental class and role play technique in the control class. The material was three topics of describing about people for the first and second meeting, describing about animal for the third and fourth meeting, and describing about thing for the fifth and sixth meeting. Before doing Chinese Whisper Game, the researcher explained the students what Chinese whisper game was and its procedures.

The researcher did the pre-test on 12<sup>th</sup> September 2017 and got the data. In fact, the student's speaking score were still low. Furthermore, the researcher gave the treatments. It was conducted from 19<sup>th</sup> September 2017 to 5<sup>th</sup> October 2017. According to the teacher, all activities could run well. All students were paying attention to the teacher while presenting the lesson. The students were not worried and nervous anymore and they participated the class well. The treatments were interesting for the students. Although at the first meeting the students still felt shy and confused when they were trying to speak. But then, the students seemed more enthusiasm and motivated in learning process especially in speaking.

The last of the research, post test was given to measure the improvement of speaking ability in both classes after treatments done. Based on the analysis of the data and testing hypothesis, the result of the calculation found that null hypothesis ( $H_o$ ) was rejected and alternative hypothesis ( $H_a$ ) was accepted. From the analysis above, the researcher knew that the students who taught using Chinese whisper Game got better score.

Based on the result of research, it showed that Chinese Whisper Game influences students' speaking ability. It can be seen that the result of students' post-test in the experimental class was higher than in the control class. Besides that, Chinese Whisper Game could improve each aspect of students' speaking ability including grammar, vocabulary, comprehension, fluency, and pronunciation.

Ur states that the important things in teaching speaking are make the students motivate, active, and engage in learning. And game gives all that things. Boyle and Wrigh said that game makes the teaching and learning activity become enjoyable and fun. Game also can encourage students motivations and creativities. Game increase the students interest in learning process. And Chinese Whisper Game is one of good technique in motivating students in learning English, especially in speaking. It had been supported by Zulianti who says this game can improve students' participation in English lesson especially in speaking. It also stated by Nugraheni who says that Chinese Whispers Game trained students' basic language skills; those are listening, speaking, reading, and writing skills, including the internalization of English



language components such as grammar, vocabulary, spelling, and pronunciation which were considered as essential components for developing their language skills.

Based on the descriptions above, it can be concluded that Chinese Whisper Game is appropriate game in teaching speaking. It can increase student's motivation in learning activities, makes students feel engaged in the class, and also can increase students' speaking skill.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

After conducting the research and analyzing the data, the researcher drew a conclusion as follows: there was a significant influence of Chinese whisper game towards students' speaking ability. Since the result of the data calculation in previous chapter where null hypothesis ( $H_0$ ) was rejected, and alternative hypothesis ( $H_a$ ) was accepted, it means that the researcher assumption was true. Chinese whisper game could give an influence towards students' speaking ability. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatments (Chinese Whisper Game) as a technique in teaching speaking. It can be proved from the hypothetical, where alternative hypothesis is accepted and null hypothesis was rejected.

#### **B. Suggestion**

Based on the conclusion above, the researcher gave some suggestions as follow:

##### **1. Suggestion to the teacher**

- a. In this research, the researcher found out that Chinese Whisper Game can be used to develop and motivate the students in speaking. English teacher could help students increase their speaking ability in describing something by using other effective techniques. It can be done among others by providing certain

based on the techniques. It means that the students can increase their speaking ability appropriately.

- b. The English teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English. Especially in speaking.

## 2. Suggestion for the students

The students should study hard and more practice in speaking English to improve their confident, so they can improve their speaking ability. They also should be active and creative in learning activity, it would be better if the students arrange and plan the strategy in learning process.

## 3. Suggestion to the further research

In this research, the researcher focused on the influence of Chinese Whisper Game towards students' speaking ability in describing something. Therefore, it is suggested for the next researcher to investigate the influence of other techniques toward other English skill such as listening skill, reading skill, or writing skill.

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## **APPENDIX 1A Teachers' Interview Guideline in the Preliminary Research**


### **Interview Guideline for the Teacher**

**Day/Date** : Saturday/July 22<sup>nd</sup> 2017

**Place** : SMP N 1 Tanjungsari

**Interviewer** : Putri Utami

**Interviewee** : Mr. Mursyid, S.Pd

1. Is study English important? Why is it important?
  2. Is study speaking important? Why is it important?
  3. Do your students have a good motivation and confidence?
  4. Does the teacher have special technique in teaching and learning process?
  5. Does the teacher ever use game in teaching and learning speaking?
- 

## APPENDIX 1B Teachers' Interview Transcript in the Preliminary Research

### Teachers' Interview Transcript

**Day/Date** : Saturday/July 22<sup>nd</sup> 2017

**Time** : 09.30 am

**Place** : SMP N 1 Tanjungsari

**Interviewer** : Putri Utami

**Interviewee** : Mr. Mursyid, S.Pd

**Interviewer** : Selamat pagi, Pak? Perkenalkan nama saya Putri dari IAIN jurusan Pendidikan Bahasa Inggris, saya berkeinginan untuk meneliti tentang kemampuan berbicara Bahasa Inggris dari murid-murid Bapak di SMP N 1 Tanjungsari ini. Begini Pak, menurut Bapak seberapa penting bagi murid-murid Bapak belajar bahasa Inggris, dan khususnya speaking?

**Interviewee** : Iya selamat pagi, menurut Bapak ya penting ya. Karena kan di jaman sekarang semua-semua serba bahasa Inggris, bahasa Inggris jadi bahasa internasional, Jadi ya bisa bicara bahasa Inggris itu perlu supaya bisa berkomunikasi dengan orang yang mungkin berbeda bahasa dengan kita, jadi bisa mudah saling mengerti.

**Interviewer** : Emm, begitu Pak. Lalu kita kan tahu Pak, kalau berbicara didepan umum itu cukup sulit jika tidak memiliki percaya diri serta motivasi yang cukup apa lagi berbicara menggunakan bahasa Inggris. Menurut Bapak sendiri, pengertian dari motivasi dan percaya diri itu apa?

**Interviewee** : Motivasi ya? Menurut Bapak, motivasi itu hal yang mendorong atau hal-hal yang membuat semangat seseorang untuk melakukan sesuatu. Nah, kalau percaya diri itu keyakinan dalam diri seseorang.

**Interviewer** : Baik Pak, lalu bagaimana motivasi dan kepercayaan diri murid-murid bapak dalam berbicara bahasa Inggris?

**Interviewee** : Kalau bicara soal percaya diri, murid-murid itu masih banyak yang terlihat takut dan malu jika saya minta untuk berbicara dikelas pakai bahasa Inggris. Mereka kurang berani dan kurang antusias mau berbicara pakai bahasa Inggris. Mungkin karena mereka itu merasa dari desa, apalagi mayoritas disini memang muridnya itu keturunan Jawa, jadi mereka agak malu, kagok, juga takut logatnya masih terbawa kalau ngomong pakai bahasa Inggris. Sebenarnya mereka ini bisa, tapi ya itu tadi, terhalang sama motivasi dan percaya diri yang kurang. Jadi saya juga agak sulit mengembangkan kemampuan mereka.

**Interviewer** : Emmm.. lalu bagaimana biasanya cara Bapak mengajar speaking di kelas Bapak? Apa ada tehnik khusus supaya mereka termotivasi untuk lebih berani dalam belajar berbicara menggunakan bahasa Inggris? Dan bagaimana kemampuan berbahasa Inggris murid-murid Bapak, apa sudah bagus?

**Interviewee** : Tidak ada cara khusus si mbk, biasanya saya suruh anak-anak menghafal dialog lalu maju kedepan. Menurut saya itu yang paling simple dan mudah untuk murid-murid saya meningkatkan skill mereka. Biasanya saya janjikan nilai yang bagus bagi yang berani maju pertama, biar mereka termotivasi. Kalau masalah kemampuan di *speaking* ya masih banyak yang dibawah rata-rata mbak. Ya mungkin itu tadi, motivasi dari diri mereka sendiri yang masih kurang, jadi sulit.

**Interviewer** : Emm begitu Pak. Apakah cara Bapak itu cukup efektif untuk meningkatkan kemampuan speaking pada siswa?

**Interviewee** : Menurut saya cukup efektif ya mbak. Karena dilihat kondisi si murid ini yang memang usianya masih cukup bagus untuk mengingat, jadi saya rasa tehnik menghafal itu cukup efektif dan simpel buat siswa SMP.

**Interviewer** : Emm, sperti itu Pak. O iya pak, tadi Bapak bilang kalau Bapak menjanjikan nilai yang bagus untuk yang maju pertama, lalu bagaimana Bapak menilai anak yang maju kedua ketiga dan seterusnya? Apakah nilai mereka akan semakin kecil?

**Interviewee** : Ya tidak juga mbk, saya melakukan itu untuk memotivasi mereka saja. Biasanya setelah saya menjanjikan itu, anak-anak langsung ingin maju semua. Mereka antusias.

**Interviewer** : Emm, begitu pak. Lalu tadi Bapak katakan tehnik Bapak sudah cukup efektif? Lalu apa sebenarnya yang membuat kemampuan *speaking* siswa Bapak kurang baik?

**Interviewee** : Begini mbak, menurut saya, cara yang saya gunakan itu sudah cukup efektif. Karena seperti yang saya katakan tadi. Di umur mereka sekarang ini memang masih mudah untuk mengingat, jadi tehnik menghafal itu sudah baik. Tapi seperti yang saya katakan tadi, motivasi dan kepercayaan diri mereka yang kurang. Itu yang menghambat mereka untuk berani berbicara pakai Bahasa Inggris.

**Interviewer** : Emm. Iya Pak. Apa Bapak pernah coba mengajar *speaking* memakai game?

**Interviewee** : Belum mbak, menurut saya itu malah ribet buat saya dan siswanya juga, jadi saya belum pernah pakai yang seperti-seperti itu di kelas.

**Interviewer** : Emm, begitu Pak. Memang menurut bapak ribet gimana si, Pak?

**Interviewee** : Kalau game kan semua harus dikondisikan, sementara siswa di kelas itu kan banyak, jadi saya pikir pasti akan sulit mengontrol mereka. Nanti malah pelajarannya tidak ada yang nyantol. Kasian juga muridnya.

**Interviewer** : Tapi Pak, menurut buku yang saya baca, mengajar menggunakan *game* itu cukup efektif. *Game* juga bisa membuat proses belajar lebih menyenangkan. *Game* dapat membuat siswa lebih interest buat belajar, *game* juga bisa meningkatkan motivasi siswa, sehingga belajar siswa lebih efektif dan akhirnya kemampuan siswa meningkat. Bagaimana menurut bapak?

**Interviewee** : Emm seperti itu ya mbak? yah saya juga belum tahu si mbak. Saya belum pernah nyoba soalnya.

**Interviewer** : Nah pak, bagaimana jika nanti saya coba mengajar untuk research saya pakai *game*. Supaya kita bisa sama-sama tahu apakah *game* bisa membuat kemampuan *speaking* siswa lebih meningkat atau tidak. Baik Pak, kalau begitu, terimakasih untuk waktunya ya Pak. Kalau boleh, saya bisa minta nilai *speaking* siswa-siswa kelas 8 Pak?

**Interviewee** : Iya mbak, sama-sama. Boleh.

## APPENDIX 1C Teacher Interview Result in the Preliminary Research

### Teachers' Interview Result

➤ **For the teacher's guidelines there are 4 point, the result as follows:**

#### 1. The important of study English

The first point is talk about how important for the students study English. When researcher asking the teacher, he said that study English is important, because now English became international language.

#### 2. The important of study speaking

The second point is talk about how important for the students study speaking. Same as the first point, the teacher said that study speaking is important have ability in communication and understanding the other people that have different language.

#### 3. Students' motivation and confidence

For the third point, the teacher said that his student still have low motivation and confident. It makes the student feel shy to speak English in class and finally their ability in speaking still low.

#### 4. Using special technique such as Game in teaching speaking

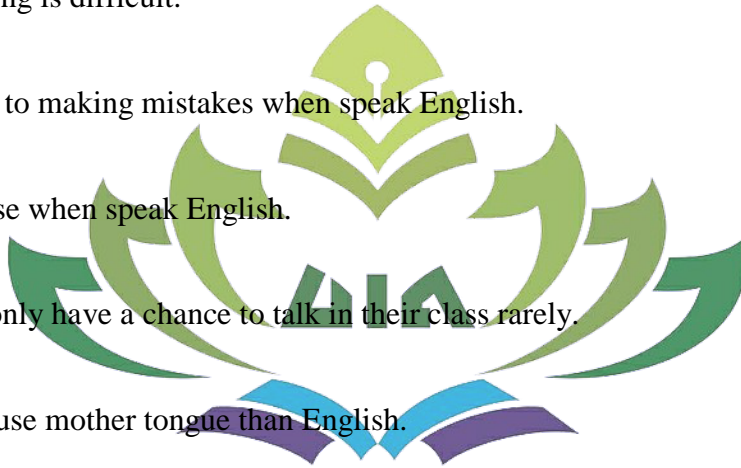
The teacher said that he does not have special technique in teaching English, he just ask his students to practice the dialog in front of the class, and he will give a good score for the student who brave to practice it for the first time to motivate the student. He never used game because according to him, game is complicate for the teacher and the student.



## **Appendix 2A Students' Questionnaires Guideline in the Preliminary Research**

### **Students' Questionnaires Guideline**

1. Always engage and feel pleasant in learning English.
2. Always feel pleasant in learning English.
3. Speak English in class actively.
4. Speaking is difficult.
5. Worry to making mistakes when speak English.
6. Confuse when speak English.
7. They only have a chance to talk in their class rarely.
8. Often use mother tongue than English.



## APPENDIX 2B Students' Questionnaires in the Preliminary Research

### Students' Questionnaires

**Kelas :**  
**Tempat : SMP N 1 Tanjungsari**

#### 1. Penjelasan

Kuesioner ini disusun untuk mengetahui pendapat anda tentang pelajaran bahasa Inggris khususnya tentang *speaking skill* dan keterlibatan kalian selama mengikuti pelajaran tersebut. Kuesioner ini sama sekali tidak berpengaruh pada nilai bahasa Inggris kalian, oleh karena itu jangan ragu untuk menjawab setiap pernyataan dengan sejujur-jujurnya dan sejelas-jelasnya.

#### 2. Petunjuk pengisian

Sebelum mengisi kuesioner ini, anda dimohon untuk memperhatikan hal-hal berikut:

1. Berilah tanda ceklist ( ✓ ) pada salah satu kolom pilihan jawaban yang tersedia

SS : sangat setuju  
 S : setuju  
 KS : kurang setuju  
 TS : tidak setuju  
 STS : sangat tidak setuju

### ISTRUMEN

No.	Pernyataan	Pilihan Jawaban				
		SS	S	KS	TS	STS
1.	Merasa senang belajar Bahasa Inggris di kelas.					
2.	Selalu terlibat dalam setiap proses pembelajaran Bahasa Inggris.					
3.	Aktif berbicara Bahasa Inggris di dalam kelas.					
4.	<i>Speaking</i> (berbicara Bahasa Inggris) itu sulit.					
5.	Takut salah saat berbicara menggunakan Bahasa Inggris.					
6.	Tidak tahu apa yang harus dikatakan saat berbicara menggunakan Bahasa Inggris.					
7.	Jarang memiliki kesempatan berbicara berbahasa Inggris saat belajar Bahasa Inggris.					
8.	Lebih suka menggunakan Bahasa Indonesia saat belajar bahasa Inggris.					

## APPENDIX 2C Students' Questionnaires Result in the Preliminary Research

### Students' Questionnaires Result

Based on the preliminary research on Saturday, July 22<sup>nd</sup> 2017, to 200 students of eighth grade of SMP N 1 Tanjungsari, the data is follow:

No.	Questions	Total students' answers					
		SS	S	KS	TS	STS	
1.	Merasa senang belajar Bahasa Inggris di kelas.	53%	15%	12%	11%	9%	100 %
2.	Selalu terlibat dalam setiap proses pembelajaran Bahasa Inggris.	9%	10%	30%	40%	11%	100 %
3.	Aktif berbicara Bahasa Inggris di dalam kelas.	8%	9%	40%	21%	22%	100 %
4.	<i>Speaking</i> (berbicara Bahasa Inggris) itu sulit.	74%	10%	16%	0%	0%	100 %
5.	Takut salah saat berbicara menggunakan Bahasa Inggris.	74%	15%	6%	5%	0%	100 %
6.	Tidak tahu apa yang harus dikatakan saat berbicara menggunakan Bahasa Inggris.	63%	12%	15%	5%	5%	100 %
7.	Tidak pernah memiliki kesempatan berbicara berbahasa Inggris saat belajar Bahasa Inggris.	70%	17%	8%	6%	9%	100 %
8.	Lebih suka menggunakan Bahasa Indonesia saat belajar bahasa Inggris.	75%	10%	7%	6%	3%	100 %

SS : sangat setuju  
 S : setuju  
 KS : kurang setuju  
 TS : tidak setuju  
 STS : sangat tidak setuju

$$\text{Assessment} = \frac{\text{total Number of Students}}{\text{Number of Students}} \times 100$$

# APPENDIX 5A Students' Speaking Score in the Preliminary Research

## Students' Speaking Scores at the Eighth Grade of first Semester of SMP N 1 Tanjungsari in 2017/2018 Academic Year

No	Students' Score						
	8A	8B	8C	8D	8E	8F	8G
1	65	75	75	75	75	70	70
2	70	65	75	70	70	70	70
3	70	75	65	70	70	70	70
4	65	70	70	70	70	70	70
5	70	70	70	65	65	75	70
6	70	70	70	75	70	70	75
7	65	70	70	70	75	75	65
8	70	70	65	65	70	70	75
9	75	75	75	75	75	65	75
10	70	65	65	70	70	75	70
11	70	70	75	70	75	75	75
12	65	75	65	75	70	80	70
13	70	65	70	65	75	65	75
14	75	65	70	70	70	65	70
15	65	75	75	65	70	75	70
16	70	75	70	70	65	70	70
17	75	70	65	70	70	65	70
18	70	75	70	70	75	75	75
19	65	70	75	70	65	70	70
20	70	75	65	75	65	70	65
21	70	70	70	65	75	75	65
22	65	75	75	75	70	70	75
23	70	75	70	70	70	75	70
24	75	65	70	75	70	70	65
25	75	70	75	65	65	70	65
26	70	75	65	65	70	75	70
27	65	65	75	75	70	70	70
28	70	65	65	75	70	75	65
29	70	70	75	75	75	70	70
30	70	65	70	70	65	65	70
31	75	70	75	70	70	70	
32	65	75	65	75	70	65	
33	75	70	70	65		70	
34		60	70				
35		60	75				
36			60				
Jumlah	2300	2450	2525	2325	2250	2340	2105
Rata-rata	70.3	70	70.1	70.45	70.31	70.9	70.17

**Appendix 5B Instrument of Pre-Test****Instrument of Pre-Test**

**Subject** : English  
**Skill** : Speaking  
**Class** : VIII  
**Time allocation** : 2 x 40 minutes

**Instructions:**

1. Please choose one topic below and describe with several sentences, minimal 5 sentences!
  - a. People
  - b. Animal
  - c. thing
2. Then describe it orally in front of the class, maximal in three minutes!

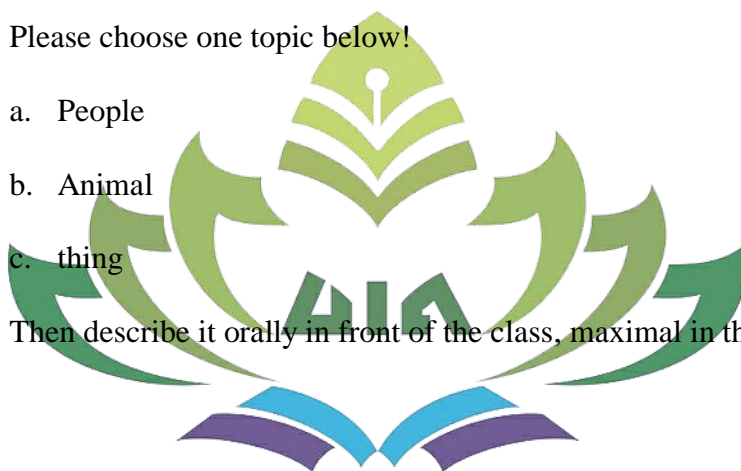


**Appendix 5B Instrument of Post-Test****Instrument of Post-Test**

**Subject** : English  
**Skill** : Speaking  
**Class** : VIII  
**Time allocation** : 2 x 40 minutes

**Instructions:**

1. Please choose one topic below!
  - a. People
  - b. Animal
  - c. thing
2. Then describe it orally in front of the class, maximal in three minutes!





**APPENDIX 6****EXPERT VALIDATION FORM FOR SPEAKING TEST**

Direction:

For each question, please give your response by ticking (√) a box representing your choice.

No	Questions	Yes	No	Comments
1	Apakah instrumen sudah sesuai dengan kompetensi dasar dan indicator untuk siswa kelas 8 di semester 1?			
2	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas?			
3	Apakah instruksinya dapat dipahami siswa?			
4	Apakah instruksi sudah sesuai dengan aspek yang akan diukur?			
5	Apakah rubrik penilaian sudah mencakup aspek/indikator yang diukur?			



Kertosari, september 2017

Muhammad Mursyid, S.Pd

## Appendix 7

### List of the Sample of Research

No.	Students' Name	Code	No.	Students' Name	Code
1.	Adelia putri	B1	1.	Ida nahrowi	C1
2.	Aditya rahman	B2	2.	Mahmudah al lutfi	C2
3.	Afrizal wijaya	B3	3.	M. arfan	C3
4.	Aisha rahma	B4	4.	Tahta fardania	C4
5.	Al cindy P	B5	5.	Kiyan	C5
6.	Amy rahayu	B6	6.	Gita dwi ningru,	C6
7.	Andreas	B7	7.	Ending safitri	C7
8.	Anisa Dwi Lestari	B8	8.	Mahesa nugraha	C8
9.	Arif saputra	B9	9.	Gatan	C9
10.	Aura susanti	B10	10.	Riski rismawati	C10
11.	Chelly kurniawati	B11	11.	Ariel sadewa	C11
12.	Dea ananda putrid	B12	12.	Erisa	C12
13.	Deo agung s	B13	13.	Irna ayu safitri	C13
14.	Destia	B14	14.	Dimas ali	C14
15.	Dian Natalia	B15	15.	Ochi	C15
16.	Dias prayugo	B16	16.	Putri suri	C16
17.	Ella widyana	B17	17.	Alisa puspa ayu	C17
18.	Febina Nurahma	B18	18.	Angkasa adi saputra	C18
19.	Fitri saputri	B19	19.	Elok nashicah	C19
20.	Hengki kurniawan	B20	20.	Alfanesya gita	C20
21.	Hiskia arifin	B21	21.	Ihwal abid	C21
22.	Jufitri	B22	22.	Mekar dewi	C22
23.	Krisna sadewa	B23	23.	Rafico	C23
24.	Muhammad dio aldi	B24	24.	tiyas	C24
25.	Ramadiano	B25	25.	Putrid astika dewi	C25
26.	Ratna cahaya	B26	26.	Nadya	C26
27.	Reffi agustina	B27	27.	Fajri andriani	C27
28.	Reza rozak	B28	28.	Tasya	C28
29.	Septa firmansyah	B29	29.	Anisa	C29
30.	Septia kusuma	B30	30.	Reka	C30
31.	Surtiawati	B31	31.	Rani dita	C31
32.	Valencia ningrum	B32	32.	Desti	C32
33.	Wella cahya ayu	B33	33.	Dimas	C33
34.	Widiana alfi	B34	34.	Linda	C34
35.	Yua keswari	B35	35.	Nanda saputra	C35
			36.	Syefi rahayu	C36

## Appendix 8 Pre-Test and Post-Test Score in Experimental Class and Control Class

### Pre-Test and Post-Test Score in Experimental Class and Control Class

No	Code	Experimental Class	
		Pre-Test	Post-Test
1.	B1	64	72
2.	B2	68	72
3.	B3	64	64
4.	B4	64	68
5.	B5	56	68
6.	B6	56	64
7.	B7	64	64
8.	B8	60	68
9.	B9	68	72
10.	B10	72	74
11.	B11	64	64
12.	B12	68	68
13.	B13	64	64
14.	B14	56	72
15.	B15	56	64
16.	B16	56	64
17.	B17	60	64
18.	B18	56	74
19.	B19	68	72
20.	B20	68	72
21.	B21	64	68
22.	B22	60	68
23.	B23	64	64
24.	B24	56	68
25.	B25	72	74
26.	B26	72	74
27.	B27	60	64
28.	B28	68	68
29.	B29	68	68
30.	B30	64	68
31.	B31	56	64
32.	B32	68	68
33.	B33	72	72
34.	B34	64	64
35.	B35	64	68
<b>Jum</b>		<b>2236</b>	<b>2370</b>
<b>Mean</b>		<b>63.89</b>	<b>67.94</b>
<b>S<sup>2</sup></b>		<b>26.81</b>	<b>13.97</b>
<b>S</b>		<b>5.18</b>	<b>3.61</b>

No	Code	Control Class	
		Pre-Test	Post-Test
1.	C1	56	60
2.	C2	56	60
3.	C3	64	64
4.	C4	64	68
5.	C5	60	60
6.	C6	60	64
7.	C7	60	64
8.	C8	68	68
9.	C9	72	74
10.	C10	56	58
11.	C11	64	68
12.	C12	56	58
13.	C13	68	68
14.	C14	72	72
15.	C15	68	68
16.	C16	64	68
17.	C17	60	60
18.	C18	60	64
19.	C19	56	64
20.	C20	56	56
21.	C21	68	68
22.	C22	72	72
23.	C23	68	72
24.	C24	56	64
25.	C25	68	68
26.	C26	64	68
27.	C27	64	68
28.	C28	56	56
29.	C29	56	58
30.	C30	68	72
31.	C31	64	68
32.	C32	64	64
33.	C33	56	58
34.	C34	68	68
35.	C35	68	68
36.	C36	56	56
<b>Jum</b>		<b>2256</b>	<b>2326</b>
<b>Mean</b>		<b>62.67</b>	<b>64.83</b>
<b>S<sup>2</sup></b>		<b>30.17</b>	<b>23.61</b>
<b>S</b>		<b>5.49</b>	<b>4.86</b>

## Appendix 9A Normality of Pre-Test in Experimental Class

### Normality of Pre-Test in Experimental Class

#### Hypothesis formula

$H_0$  : the data has normal distribution

$H_a$  : the data do not have normal distribution

#### The criteria

$H_0$  is accepted if  $L_{\text{observed}}$  is lower than  $L_{\text{critical}}$ , means that the distribution of the data is normally distributed.

$H_0$  is rejected if  $L_{\text{observed}}$  is higher than  $L_{\text{critical}}$ , means that the distribution of the data is not normally distributed.

Liliefors' Table

No.	x	X-Mean	(X-Mean) <sup>2</sup>	s	f kum	Z	Fz	sz	fz-sz
1.	56	-7.89	62.25	5.18	7	-1.52	0.064	0.2	<b>0.136</b>
2.	56	-7.89	62.25	5.18	7	-1.52	0.064	0.2	0.136
3.	56	-7.89	62.25	5.18	7	-1.52	0.064	0.2	0.136
4.	56	-7.89	62.25	5.18	7	-1.52	0.064	0.2	0.136
5.	56	-7.89	62.25	5.18	7	-1.52	0.064	0.2	0.136
6.	56	-7.89	62.25	5.18	7	-1.52	0.064	0.2	0.136
7.	56	-7.89	62.25	5.18	7	-1.52	0.064	0.2	0.136
8.	60	-3.89	15.13	5.18	11	-0.75	0.227	0.31	0.083
9.	60	-3.89	15.13	5.18	11	-0.75	0.227	0.31	0.083
10.	60	-3.89	15.13	5.18	11	-0.75	0.227	0.31	0.083
11.	60	-3.89	15.13	5.18	11	-0.75	0.227	0.31	0.083
12.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
13.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
14.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
15.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
16.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122

17.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
18.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
19.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
20.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
21.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
22.	64	0.11	0.01	5.18	22	0.02	0.508	0.63	0.122
23.	68	4.11	16.89	5.18	31	0.79	0.785	0.89	0.105
24.	68	4.11	16.89	5.18	31	0.79	0.785	0.89	0.105
25.	68	4.11	16.89	5.18	31	0.79	0.785	0.89	0.105
26.	68	4.11	16.89	5.18	31	0.79	0.785	0.89	0.105
27.	68	4.11	16.89	5.18	31	0.79	0.785	0.89	0.105
28.	68	4.11	16.89	5.18	31	0.79	0.785	0.89	0.105
29.	68	4.11	16.89	5.18	31	0.79	0.785	0.89	0.105
30.	68	4.11	16.89	5.18	31	0.79	0.785	0.89	0.105
31.	68	4.11	16.89	5.18	31	0.79	0.785	0.89	0.105
32.	72	8.11	65.77	5.18	35	1.57	0.942	1	0.058
33.	72	8.11	65.77	5.18	35	1.57	0.942	1	0.058
34.	72	8.11	65.77	5.18	35	1.57	0.942	1	0.058
35.	72	8.11	65.77	5.18	35	1.57	0.942	1	0.058
<b>JUMLAH 2236</b>			<b>911.47</b>						
<b>MEAN 63.89</b>									
<b>varian 26.81</b>			<b>L<sup>-observed</sup> 0.136</b>			<b>L<sup>-critical</sup> 0.951</b>			
<b>S 5.18</b>									

From the table above we can see that  $L_{\text{observed}} = 0.136$  is  $< L_{\text{critical}} = 0.951$ . So,  $H_0$  accepted and the data has a normal distribution.

## Appendix 9B Normality of Post-Test in Experimental Class

### Normality of Post-Test in Experimental Class

#### Hypothesis formula

$H_0$  : the data has normal distribution

$H_a$  : the data do not have normal distribution

#### The criteria

$H_0$  is accepted if  $L_{\text{observed}}$  is lower than  $L_{\text{critical}}$ , means that the distribution of the data is normally distributed.

$H_0$  is rejected if  $L_{\text{observed}}$  is higher than  $L_{\text{critical}}$ , means that the distribution of the data is not normally distributed.

Liliefors' Table

No.	X	X-Mean	(X-Mean) <sup>2</sup>	S	f kum	Z	FZ	SZ	Fz-SZ
1.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
2.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
3.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
4.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
5.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
6.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
7.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
8.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
9.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
10.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
11.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
12.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
13.	64	-3.94	15.52	3.61	13	-1.09	0.138	0.37	0.232
14.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
15.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
16.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
17.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182

18.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
19.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
20.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
21.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
22.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
23.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
24.	68	0.06	0.0036	3.61	24	0.02	0.508	0.69	0.182
25.	72	4.06	16.48	3.61	32	1.12	0.869	0.91	0.041
26.	72	4.06	16.48	3.61	32	1.12	0.869	0.91	0.041
27.	72	4.06	16.48	3.61	32	1.12	0.869	0.91	0.041
28.	72	4.06	16.48	3.61	32	1.12	0.869	0.91	0.041
29.	72	4.06	16.48	3.61	32	1.12	0.869	0.91	0.041
30.	72	4.06	16.48	3.61	32	1.12	0.869	0.91	0.041
31.	72	4.06	16.48	3.61	32	1.12	0.869	0.91	0.041
32.	72	4.06	16.48	3.61	32	1.12	0.869	0.91	0.041
33.	74	6.06	36.72	3.61	35	1.68	0.954	1	0.046
34.	74	6.06	36.72	3.61	35	1.68	0.954	1	0.046
35.	74	6.06	36.72	3.61	35	1.68	0.954	1	0.046
<b>Jumlah 2370</b>			<b>443.8</b>	<b>L-observed = 0.232</b>					
<b>Mean 67.94</b>									
<b>Varian 13.97</b>			<b>s = 3.61</b>	<b>L-critical = 0.951</b>					

From the table above we can see that  $L_{\text{observed}} = 0.232$  is  $< L_{\text{critical}} = 0.951$ . So,  $H_0$  accepted and the data has a normal distribution.



## Appendix 9C Normality of Post-Test in Control Class

### Normality of Post-Test in Control Class

#### Hypothesis formula

$H_0$  : the data has normal distribution

$H_a$  : the data do not have normal distribution

#### The criteria

$H_0$  is accepted if  $L_{\text{observed}}$  is lower than  $L_{\text{critical}}$ , means that the distribution of the data is normally distributed.

$H_0$  is rejected if  $L_{\text{observed}}$  is higher than  $L_{\text{critical}}$ , means that the distribution of the data is not normally distributed.

Liliefors Table

No.	X	X- Mean	(X-Mean) <sup>2</sup>	s	f kum	Z	fz	sz
1	56	-6.83	46.65	4.86	7	-1.29	0.099	0.19
2	56	-6.83	46.65	4.86	7	-1.29	0.099	0.19
3	56	-6.83	46.65	4.86	7	-1.29	0.099	0.19
4	58	-6.83	46.65	4.86	7	-1.29	0.099	0.19
5	58	-6.83	46.65	4.86	7	-1.29	0.099	0.19
6	58	-6.83	46.65	4.86	7	-1.29	0.099	0.19
7	58	-6.83	46.65	4.86	7	-1.29	0.099	0.19
8	60	-4.83	23.33	4.86	11	-0.91	0.181	0.31
9	60	-4.83	23.33	4.86	11	-0.91	0.181	0.31
10	60	-4.83	23.33	4.86	11	-0.91	0.181	0.31
11	60	-4.83	23.33	4.86	11	-0.91	0.181	0.31
12	64	-0.83	0.69	4.86	18	-0.16	0.436	0.5
13	64	-0.83	0.69	4.86	18	-0.16	0.436	0.5
14	64	-0.83	0.69	4.86	18	-0.16	0.436	0.5
15	64	-0.83	0.69	4.86	18	-0.16	0.436	0.5
16	64	-0.83	0.69	4.86	18	-0.16	0.436	0.5
17	64	-0.83	0.69	4.86	18	-0.16	0.436	0.5
18	64	-0.83	0.69	4.86	18	-0.16	0.436	0.5

19	68	3.17	10.05	4.86	31	0.6	0.726	0.86
20	68	3.17	10.05	4.86	31	0.6	0.726	0.86
21	68	3.17	10.05	4.86	31	0.6	0.726	0.86
22	68	3.17	10.05	4.86	31	0.6	0.726	0.86
23	68	3.17	10.05	4.86	31	0.6	0.726	0.86
24	68	3.17	10.05	4.86	31	0.6	0.726	0.86
25	68	3.17	10.05	4.86	31	0.6	0.726	0.86
26	68	3.17	10.05	4.86	31	0.6	0.726	0.86
27	68	3.17	10.05	4.86	31	0.6	0.726	0.86
28	68	3.17	10.05	4.86	31	0.6	0.726	0.86
29	68	3.17	10.05	4.86	31	0.6	0.726	0.86
30	68	3.17	10.05	4.86	31	0.6	0.726	0.86
31	68	3.17	10.05	4.86	31	0.6	0.726	0.86
32	72	9.17	84.09	4.86	36	1.74	0.959	1
33	72	9.17	84.09	4.86	36	1.74	0.959	1
34	72	9.17	84.09	4.86	36	1.74	0.959	1
35	72	9.17	84.09	4.86	36	1.74	0.959	1
36	74	9.17	84.09	4.86	36	1.74	0.959	1
<b>Jumlah 2326</b>			<b>826.36</b>					
<b>Mean 64.83</b>								
<b>Varian 23.61</b>			<b>L-observed = 0.860</b>			<b>L-critical = 0.951</b>		
<b>S = 4.86</b>								

From the table above we can see that  $L_{\text{observed}} = 0.860$  is  $< L_{\text{critical}} = 0.951$ . So,  $H_0$  accepted and the data has a normal distribution.

## Appendix 9D Normality of Pre-Test in Control Class

### Normality of Pre-Test in Control Class

#### Hypothesis formula

$H_0$  : the data has normal distribution

$H_a$  : the data do not have normal distribution

#### The criteria

$H_0$  is accepted if  $L_{\text{observed}}$  is lower than  $L_{\text{critical}}$ , means that the distribution of the data is normally distributed.

$H_0$  is rejected if  $L_{\text{observed}}$  is higher than  $L_{\text{critical}}$ , means that the distribution of the data is not normally distributed.

Liliefors Table

No.	X	X- Mean	(X-Mean) <sup>2</sup>	s	f kum	Z	fz	Sz	fz-sz
1	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
2	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
3	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
4	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
5	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
6	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
7	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
8	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
9	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
10	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
11	56	-6.67	44.49	5.49	11	-1.21	0.113	0.31	0.197
12	60	-2.67	7.13	5.49	16	-0.49	0.312	0.44	0.128
13	60	-2.67	7.13	5.49	16	-0.49	0.312	0.44	0.128
14	60	-2.67	7.13	5.49	16	-0.49	0.312	0.44	0.128
15	60	-2.67	7.13	5.49	16	-0.49	0.312	0.44	0.128

16	60	-2.67	7.13	5.49	16	-0.49	0.312	0.44	0.128
17	64	1.33	1.77	5.49	24	0.24	0.595	0.67	0.075
18	64	1.33	1.77	5.49	24	0.24	0.595	0.67	0.075
19	64	1.33	1.77	5.49	24	0.24	0.595	0.67	0.075
20	64	1.33	1.77	5.49	24	0.24	0.595	0.67	0.075
21	64	1.33	1.77	5.49	24	0.24	0.595	0.67	0.075
22	64	1.33	1.77	5.49	24	0.24	0.595	0.67	0.075
23	64	1.33	1.77	5.49	24	0.24	0.595	0.67	0.075
24	64	1.33	1.77	5.49	24	0.24	0.595	0.67	0.075
25	68	5.33	28.41	5.49	33	0.97	0.834	0.92	0.086
26	68	5.33	28.41	5.49	33	0.97	0.834	0.92	0.086
27	68	5.33	28.41	5.49	33	0.97	0.834	0.92	0.086
28	68	5.33	28.41	5.49	33	0.97	0.834	0.92	0.086
29	68	5.33	28.41	5.49	33	0.97	0.834	0.92	0.086
30	68	5.33	28.41	5.49	33	0.97	0.834	0.92	0.086
31	68	5.33	28.41	5.49	33	0.97	0.834	0.92	0.086
32	68	5.33	28.41	5.49	33	0.97	0.834	0.92	0.086
33	68	5.33	28.41	5.49	33	0.97	0.834	0.92	0.086
34	72	9.33	87.05	5.49	36	1.7	0.945	1	0.055
35	72	9.33	87.05	5.49	36	1.7	0.945	1	0.055
36	72	9.33	87.05	5.49	36	1.7	0.945	1	0.055
<b>Jumlah 2256</b>			<b>1056.04</b>						
<b>Mean 62.67</b>									
<b>Varian 30.17</b>									

From the table above we can see that  $L_{\text{observed}} = 0.197$  is  $< L_{\text{critical}} = 0.951$ . So,  $H_0$  accepted and the data has a normal distribution.

## Appendix 10A Homogeneity of Post-Test in Experimental and Control Class

### Homogeneity of Post-Test in Experimental and Control Class

**The hypothesis for the homogeneity tests are:**

$H_0$  : the variance of the data is homogenous

$H_a$  : the variance of the data is not homogenous

**The testing criteria are:**

$H_0$  is accepted if  $F_{\text{observed}}$  is lower than  $F_{\text{critical}}$  at certain level of significant. It uses the level of significant 0.05.

From data in normality test, we can see the data are follow:

	N	$S^2$ (varian)
Control class	36	23.36
Experimental class	35	13.97

$$\bullet F = \frac{vb}{vk} = \frac{23.36}{13.97} = 1.69$$

$$\text{So, } F_{\text{observed}} = 1.69$$

$$\bullet F_{\text{critical}} = F_{\frac{1}{2} \alpha (n vb-1, nvk-1)}$$

$$= 0.05(35,34)$$

$$\text{So, } F_{\text{critical}} = 1.84$$

Conclusion:  $F_{\text{observed}} = 1.69$  is lower than  $F_{\text{critical}} 1.84$ . So,  $H_0$  is accepted and those data are homogeny.

## Appendix 10B

### Homogeneity of Pre-Test in Experimental and Control Class

**The hypothesis for the homogeneity tests are:**

$H_0$  : the variance of the data is homogenous

$H_a$  : the variance of the data is not homogenous

**The testing criteria are:**

$H_0$  is accepted if  $F_{\text{observed}}$  is lower than  $F_{\text{critical}}$  at certain level of significant. It uses the level of significant 0.05.

From data in normality test, we can see the data are follow:

	n	$S^2$ (varian)
Control class	36	30.17
Experimental class	35	26.81

$$\bullet \quad F = \frac{vb}{vk} = \frac{30.17}{26.81} = 1.13$$

$$\text{So, } F_{\text{observed}} = 1.13$$

$$\bullet \quad F_{\text{critical}} = F_{\frac{1}{2} \alpha (n vb-1, nvk-1)}$$

$$= 0.05(35,34)$$

$$\text{So, } F_{\text{critical}} = 1.84$$

Conclusion:  $F_{\text{observed}} = 1.13$  is lower than  $F_{\text{critical}} 1.84$ . So,  $H_0$  is accepted and those data are homogeny.

## Appendix 11 Hypothetical Test

### Hypothetical Test

**The criteria are:**

$H_0$  is not accepted if  $t_{\text{observed}}$  is higher than  $t_{\text{critical}}$ .


$H_a$  is accepted if  $t_{\text{observed}}$  is lower than  $t_{\text{critical}}$ .

**The hypothesis formula are:**

$H_a : \mu_1 \neq \mu_2$  (There is an influence of using chinese whisper towards students' speaking ability at the eighth grade of first semester of SMP N 1 Tanjungsari in 2017/2018 academic year.)

$H_0 : \mu_1 = \mu_2$  (There is no an influence of chinese whisper towards students' speaking ability at the eighth grade of first semester of SMP N 1 Tanjungsari in 2017/2018 academic year.)

From normality test, we can see the data are follow:



	Mean	Varian	N
Experimental Class	67.94	13.97	35
Control Class	64.83	23.36	36

$$t = \frac{X_1 - X_2}{S_{gab} \sqrt{\left(\frac{1}{N_X} + \frac{1}{N_Y}\right)}}$$

$$\text{where: } S_{gab} = \frac{(nx-1)Sx + (ny-1)Sy}{nx+ny-2}$$

$$S_{gab} = \frac{(nx-1)Sx + (ny-1)Sy}{nx+ny-2} = \frac{(35-1)13.97 + (36-1)23.36}{35+36-2}$$



$$\frac{472.6+817.6}{69} = \frac{1290.2}{69} = 18.70$$

$$S_{gab} = \sqrt{18.70} = 4.32$$

Then:

$$t = \frac{67.94-64.83}{4.34 \sqrt{\left(\frac{1}{35} + \frac{1}{36}\right)}} = \frac{3.11}{4.34 \times 0.24} = \frac{3.11}{1.04} = 2.99$$

$$SO, t_{\text{observed}} = 2.99$$

$$SO, t_{\text{critical}} = 2$$

Conclusion:  $t_{\text{observed}} = 2.99$  is higher than  $t_{\text{critical}} = 2$ . So,  $H_a$  is accepted and there is an influence of using Chinese whisper game towards students' speaking ability at the eighth grade of first semester of SMP N 1 Tanjungsari in 2017/2018 academic year.



## Appendix 13A Picture of treatment in experimental class

### Picture of treatment in experimental class











## Appendix 13B Picture of treatment in Control class

### Picture of treatment in Control class





## Appendix 14 Profile SMPN 1 Tanjungsari Kec. Tanjungsari Kab. Lampung Selatan

### Profile SMPN 1 Tanjungsari Kec. Tanjungsari Kab. Lampung Selatan

1. Identitas Sekolah			
1	Nama Sekolah	:	SMP N 1 TANJUNG SARI
2	NPSN	:	10800538
3	Jenjang Pendidikan	:	SMP
4	Status Sekolah	:	Negeri
5	Alamat Sekolah	:	Jl.raya Kertosari
	RT / RW	:	0 / 0
	Kode Pos	:	35592
	Kelurahan	:	KERTOSARI
	Kecamatan	:	Kec. Tanjung Sari
	Kabupaten/Kota	:	Kab. Lampung Selatan
	Provinsi	:	Prop. Lampung
	Negara	:	
6	Posisi Geografis	:	-5.4432 Lintang 105.4406 Bujur
2. Data Pelengkap			
7	SK Pendirian Sekolah	:	308910/O/1990
8	Tanggal SK Pendirian	:	1989-01-01
9	Status Kepemilikan	:	Pemerintah Daerah
10	SK Izin Operasional	:	-
11	Tgl SK Izin Operasional	:	1910-01-01
12	Kebutuhan Khusus Dilayani	:	Tidak ada
13	Nomor Rekening	:	397.00.05.00312.0
14	Nama Bank	:	BANK LAMPUNG
15	Cabang KCP/Unit	:	Bandar Lampung
16	Rekening Atas Nama	:	SMPN 1 TANJUNGSARI
17	MBS	:	Ya
18	Luas Tanah Milik (m2)	:	20000
19	Luas Tanah Bukan Milik (m2)	:	0
20	Nama Wajib Pajak	:	
21	NPWP	:	
3. Kontak Sekolah			
20	Nomor Telepon	:	-
21	Nomor Fax	:	-



22 Email

:

[smpnsatutanjungsari@yahoo.co.id](mailto:smpnsatutanjungsari@yahoo.co.id)

23 Website

:

**4. Data Periodik**

24 Waktu Penyelenggaraan

:

Pagi

25 Bersedia Menerima Bos?

:

Bersedia Menerima

26 Sertifikasi ISO

:

Belum Bersertifikat

27 Sumber Listrik

:

PLN

28 Daya Listrik (watt)

:

2450

29 Akses Internet

:

3 (Tri)

30 Akses Internet Alternatif

:

**5. Data Lainnya**

31 Kepala Sekolah

:

KAOLAN

32 Operator Pendataan

:

RENI PUSPITA SARI

33 Akreditasi

:

34 Kurikulum

:

Kurikulum 2013

35 Jumlah Guru

:

33



## Daftar Nama Guru

### 1. WAWAN IRAWAN

*Lahir: Lampung, 1962-12-30*  
*NIP: 196212301984121005*  
*NUPTK: 9562740640200003*

### 11. DUDI JUNAEDI

*Lahir: lampung, 1958-04-25*  
*NIP: 195804251979031002*  
*NUPTK: 4757736636200002*

### 2. AAT RUHIYAT

*Lahir: Bandar Lampung, 1965-04-03*  
*NIP: 196504031994121002*  
*NUPTK: 2735743647200032*

### 12. DWIJO SUROSO

*Lahir: BANDUNG, 1961-06-20*  
*NIP: 196106201983021001*  
*NUPTK: 1952739639200002*

### 3. AGUS SUKMARA HIDAYAT

*Lahir: Sumedang, 1975-08-28*  
*NIP: 197508282009021003*  
*NUPTK: 7160753655200023*

### 13. ELIS SAPARIDA

*Lahir: Lampung, 1972-09-29*  
*NIP: 197209292000122006*  
*NUPTK: 2261750650300003*

### 4. AI HATIPAH

*Lahir: Lampung, 1971-01-09*  
*NIP: 197101091997022004*  
*NUPTK: 1441749649300002*

### 14. ELLY NILASARI

*Lahir: lampung, 1960-03-30*  
*NIP: 196003301981112001*  
*NUPTK: 1662738638300002*

### 5. Munarti

*Lahir: Tanjung karang, 1970-02-11*  
*NIP: 197002111993012001*  
*NUPTK: 2546748648300002*

### 15. ENI HENIWATI

*Lahir: Bandung, 1965-04-01*  
*NIP: 131421416*  
*NUPTK: 5733743643300012*

**6. ANIH RESMANAWATI**

*Lahir: Kertosari, 1965-02-26*  
*NIP: 196502261989032005*  
*NUPTK: 1458743643300012*

**16. ENOK KURNIASIH**

*Lahir: Bandar Lampung, 1967-04-23*  
*NIP: 196704231990012001*  
*NUPTK: 2755745645300002*

**7. ATEP JUNAEDI**

*Lahir: SUMEDANG, 1987-07-07*  
*NIP:*  
*NUPTK:*

**17. EUIS RUHIYATI**

*Lahir: SUMEDANG, 1966-06-15*  
*NIP: 196606151988032009*  
*NUPTK: 8947744644300002*

**8. AYI SUHAYATI**

*Lahir: Bandar Lampung, 1967-09-07*  
*NIP: 196709071992032007*  
*NUPTK: 2239745645300003*

**18. HANNAH SUPRIJATINI**

*Lahir: lamppung, 1964-09-06*  
*NIP: 196409061984122002*  
*NUPTK: 5238742643300053*

**9. CARNADI**

*Lahir: Bandar agung, 1960-10-03*  
*NIP: 196010031982041005*  
*NUPTK: 1335738638200003*

**19. HERMAN TRISMANA**

*Lahir: Sumber rejo, 1971-02-01*  
*NIP: 197102012006041012*  
*NUPTK: 0533749651200062*

**10. CICIH SUMIATI**

*Lahir: kertosari, 1971-09-14*  
*NIP: 197109141997022003*  
*NUPTK: 1246749649300003*

**20. HJ. AMINAH SUGIARTI**

*Lahir: BANDUNG, 1961-08-23*  
*NIP: 196108231982032005*  
*NUPTK: 4155739640300043*

**21. HJ. NUNUNG NURJANAH**

*Lahir: GARUT, 1957-08-29*

**28. NEDI SUPRIYADI**

*Lahir: Bandung, 1969-05-19*

*NIP: 195708291977112001*  
*NUPTK: 8161735636300013*

*NIP: 196905191995121003*  
*NUPTK: 2851747647200002*

## **22. IDA JUBAIDA**

*Lahir: Lampung, 1965-10-22*  
*NIP: 196510221990032006*  
*NUPTK: 4354743643300003*

## **29. NIA KURNIA**

*Lahir: kertosari, 1982-02-28*  
*NIP: 198202282006042017*  
*NUPTK: 3560760661300072*

## **23. JUARIAH**

*Lahir: Bandar Lampung, 1968-08-16*  
*NIP: 196808162000032002*  
*NUPTK: 7148746647300023*

## **30. NINA PRIHATNI**

*Lahir: SUMEDANG, 1963-03-18*  
*NIP: 196303181992032004*  
*NUPTK: 4650741641300002*

## **24. KURNIAWATI**

*Lahir: Kertosari10012003*  
*NUPTK: 8962751653300032*

## **25. Muh. Mursyid**

*Lahir: Lampung, 1960-04-11*  
*NIP: 196004111980032002*  
*NUPTK: 2743738638300002*

## **31. RAHMAT HIDAYAT**

*Lahir: Subang, 1966-05-08*  
*NIP: 196605081997021002*  
*NUPTK: 9840744644200002*

## **26. MUZMAR QO'IMIN**

*Lahir: Lampung, 1960-02-20*  
*NIP: 196002201984031010*  
*NUPTK: 4552738639200042*

## **32. RAHMAWATI**

*Lahir: Makasar, 1958-02-16*  
*NIP: 195802161984032003*  
*NUPTK: 2548733633300002*

## **27. NANDANG RUKMANDA**

*Lahir: Karawang, 1965-07-05*  
*NIP: 196607051990021003*  
*NUPTK: 3037744644200003*

## **33. RIAN CHANDRA DEWI**

*Lahir: mulyosari, 1984-10-12*  
*NIP: 198410122008012005*  
*NUPTK: 4344762663300053*





## Appendix 15 Students' Transcription on Post-Test in Experimental Class

### Students' Transcription on Post-Test

Experimental class

Name : Anisa Dwi Lestari

Class : VIII B

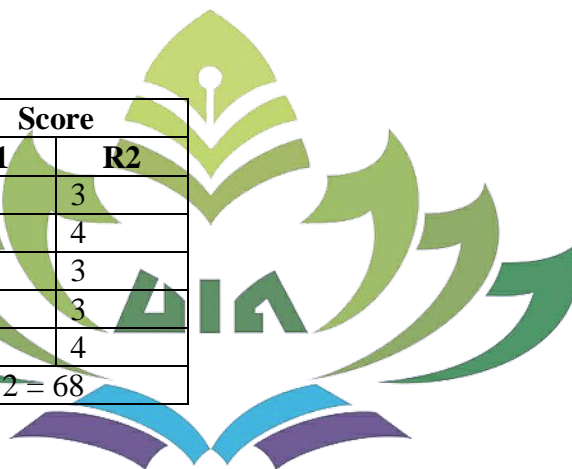
Assalamua'laikum wr wb

My name is Anisa Dwi Lestari. I would to describe my friend. She's name is maya. She is school at SMP 2 tanjungsari. She's body is slim and tall. She is beautiful. She have a long hair. She is like eat. And she is body is.. she's hobby is reading. Thankyou

Wassalamu'alaikum wr.wb

### Penskoran penilaian

No	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	4	4
3.	Comprehension	3	3
4.	Fluency	3	3
5.	pronunciation	4	4
Total		34 x 2 = 68	



### Students' Transcription on Post-Test

Experimental class

Name : Alcindy Pradita

Class : VIII B

Assalamua'laikum wr wb

My name is Alcindy pradita, eee, i have a friend. She is, she name is Anisa,eee.. she is hair, she is hair a black and long, ee, she is skin brown. She is body small, she is very nice, she is, she is, she is like drawing

Wassalamualaikum wr wb

### Penskoran penilaian

No	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	4	4
3.	Comprehension	3	3
4.	Fluency	3	3
5.	pronunciation	4	4
Total		34 x 2 = 68	



### Students' Transcription on Post-Test

Experimental class

Name :Febina Nurrahma

Class : VIII B

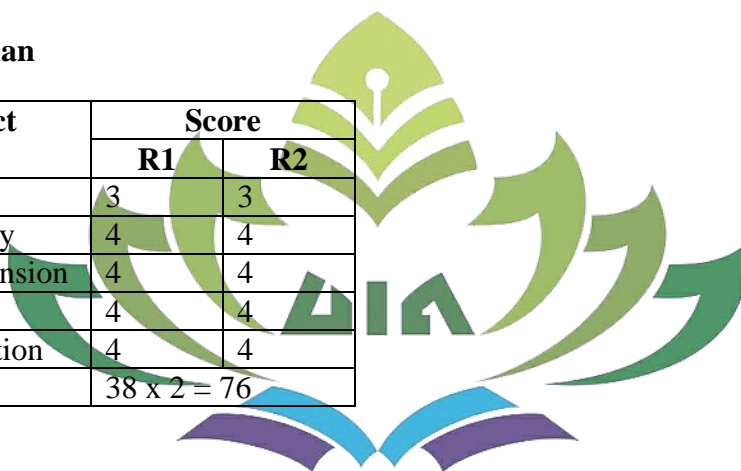
Assalamu'alaikum wr wb

My name is febina nurahma. I have a friend, my name, my name is Daris wulandari. I would describe my friend. She is beautiful, she is smart. She is black sweet, she is long hair. She is pointed nose. She is tall body, she is black body. Udah. Thank you,

Wassalamu'alaikum wr wb

### Penskoran penilaian

No	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	4	4
3.	Comprehension	4	4
4.	Fluency	4	4
5.	pronunciation	4	4
Total		38 x 2 = 76	



## Appendix 16 Students' Transcription on Pre-Test in Experimental Class

### Students' Transcription on pre-test

Experimental class

Name : Anisa Dwi Lestari

Class : VIII B

Assalamua'laikum wr wb

My name is Anisa Dwi Lestari. My friend name is Vanesa Ines. She is beautiful. She is very, she is very tall, and she is hobby is drawing and listening music. She is drawing and listening music.

Wassalamu'alaikum wr wb

### Penskoran penilaian

No	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	3	3
3.	Comprehension	3	3
4.	Fluency	3	3
5.	pronunciation	3	3
Total		30 x 2 = 60	

### Students' Transcription on pre-test

Experimental class

Name : Alcindy Pradita

Class : VIII B

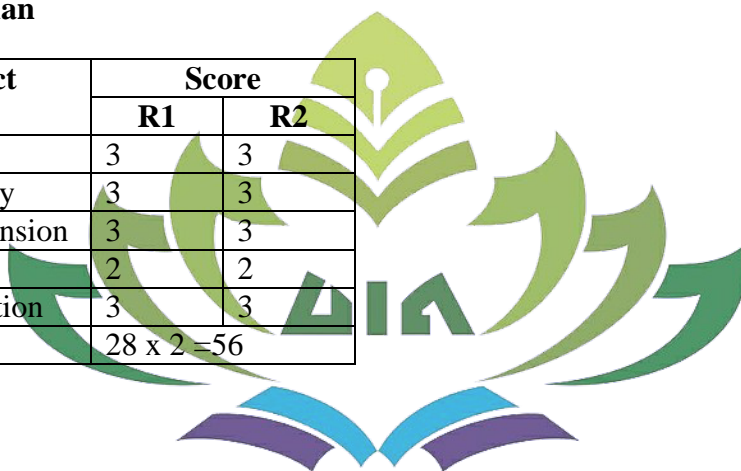
Assalamua'laikum wr wb

Eee.. her name is Dias. Dias, she is beautiful, short body and body thin. Eee... long hair, ee... flat nose, and black skin. Dah.

Wassalamu'alaikum wr.wb.

### Penskoran penilaian

No	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	3	3
3.	Comprehension	3	3
4.	Fluency	2	2
5.	pronunciation	3	3
Total		28 x 2 =56	



### Students' Transcription on pre-test

Experimental class

Name : febina nurahma

Class : VIII B

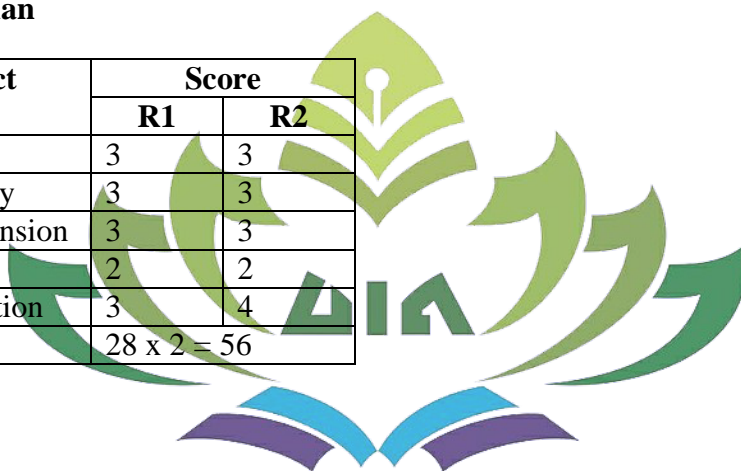
Assalamua'laikum wr wb

My name is febina nurahma. My friend name is Ahmad saiful anwar. My... my... eh, he is handsome, he is long, eh, long hair. He is pointed nose. He is tall body. Udah. Udah.

Wassalamu'alaikum wr.wb.

### Penskoran penilaian

No	Aspect	Score	
		R1	R2
1.	Grammar	3	3
2.	Vocabulary	3	3
3.	Comprehension	3	3
4.	Fluency	2	2
5.	pronunciation	3	4
Total		28 x 2 = 56	



## Appendix 12

## Reliability of the test

## Reliability of the test

No	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	64	72	4096	5184	4608
2	68	72	4624	5184	4896
3	64	64	4096	4096	4096
4	64	68	4096	4624	4352
5	56	68	3136	4624	3808
6	56	64	3136	4096	3584
7	64	64	4096	4096	4096
8	60	68	3600	4624	4080
9	68	72	4624	5184	4896
10	72	74	5184	5476	5328
11	64	64	4096	4096	4096
12	68	68	4624	4624	4624
13	64	64	4096	4096	4096
14	56	72	3136	5184	4032
15	56	64	3136	4096	3584
16	56	64	3136	4096	3584
17	60	64	3600	4096	3840
18	56	74	3136	5476	4144
19	68	72	4624	5184	4896
20	68	72	4624	5184	4896
21	64	68	4096	4624	4352
22	60	68	3600	4624	4080
23	64	64	4096	4096	4096
24	56	68	3136	4624	3808
25	72	74	5184	5476	5328
26	72	74	5184	5476	5328
27	60	64	3600	4096	3840
28	68	68	4624	4624	4624
29	68	68	4624	4624	4624
30	64	68	4096	4624	4352
31	56	64	3136	4096	3584

32	68	68	4624	4624	4624
33	72	72	5184	5184	5184
34	64	64	4096	4096	4096
35	64	68	4096	4624	4352
<b>jum</b>	<b>2224</b>	<b>2384</b>	<b>142272</b>	<b>162832</b>	<b>151808</b>

Based on the table above, we know that:

$$N=35$$

$$\sum X:2224$$

$$\sum Y:2384$$

$$\sum X^2: 142272$$

$$\sum Y^2: 162832$$

$$\sum XY: 151808$$

The statistic formula is

$$r_{xy} = \frac{n\sum x_1y_1 - (\sum x_1)(\sum y_1)}{\sqrt{(n\sum x_1^2 - (\sum x_1)^2)(n\sum y_1^2 - (\sum y_1)^2)}}$$

$$r_{xy} = \frac{35(151808) - (2224)(2384)}{\sqrt{35(142272) - (2224)^2(35(162832) - (2384)^2)}}$$

$$r_{xy} = \frac{5313280 - 5302016}{\sqrt{(4979520 - 4946176)(5699120 - 5683456)}}$$

$$r_{xy} = \frac{11264}{\sqrt{(33344)(15664)}}$$

$$r_{xy} = \frac{11264}{\sqrt{522300416}}$$

$$r_{xy} = \frac{11264}{16277.46}$$

$$r_{xy} = 0.692$$

RELIABILITY is high





**APPENDIX 4A****RPP for Experimental Class****RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMP N 1 Tanjungsari

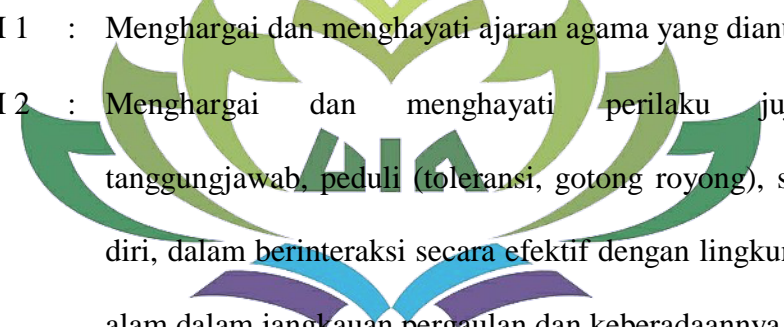
Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII /I

Tema/Topik : *Descriptive monologue about people, animal, and thing*

Alokasi Waktu : 6 JP (4 x 40 menit)

**A. KOMPETENSI INTI**

- 
- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
  - KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
  - KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
  - KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Kompetensi Dasar dan Indikator**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
  - 1.1.1. Menunjukkan rasa syukur dan semangat saat belajar bahasa Inggris.
- 2.4. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
  - 3.10.2. Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.
- 2.5. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
  - 2.5.1. Menunjukkan perilaku jujur.
  - 2.5.2. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.
  - 2.5.3. Bertanggung jawab atas tindakan saat pembelajaran.
  - 2.5.4. Mengakui ketika membuat salah.
  - 2.5.5. Tidak menyalahkan orang lain atas tindakannya sendiri
  - 2.5.6. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
- 3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif monolog dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, benda pendek dan sederhana, sesuai dengan konteks penggunaannya.

3.10.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari teks deskripsi

monolog tentang orang, binatang, benda pendek dan sederhana

4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.11.1. Memahami arti dari teks deskripsi monolog tentang orang, binatang, benda pendek dan sederhana yang diberikan

4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang, benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.12.1. Membuat teks deskripsi monolog tentang orang, binatang, benda pendek dan sederhana, dan mempraktikannya di depan kelas.

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.
2. Menampilkan perilaku karakteristik termasuk disiplin, kejujuran, tanggung jawab, hati-hati dan percaya diri.
3. Peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.
4. Peserta didik dapat mengidentifikasi fungsi social dan unsure kebahasaan dengan benar.

5. Peserta didik dapat membuat teks deskripsi monolog tentang orang, binatang, benda pendek dan sederhana dengan benar dan mempraktikannya.

#### **D. Materi Pembelajaran**

Lampiran 1 (materi pembelajaran)

#### **E. Metode**

*Chinese whisper game*

#### **F. MEDIA DAN ALAT PEMBELAJARAN**

Media : kalimat berkaitan dengan teks deskriptif monolog

Alat : papan tulis, spidol

Sumber belajar : Internet, Buku Bahasa Inggris,

#### **G. Kegiatan Pembelajaran**

##### **Meeting 1**

##### **1. Kegiatan awal**

- Mengucapkan salam dan berdoa
- Memberikan motivasi
- Menginformasi tujuan pembelajaran
- Menyampaikan sekenario pembelajaran hari ini akan menggunakan permainan chinese whisper

## 2. Kegiatan inti

### Mengamati

- Guru menjelaskan cara bermain chinese whisper
- Guru menyampaikan aturan bermain dengan chinese whisper yaitu:
  1. Setiap siswa diberikan batasan waktu untuk menyampaikan pesan yang di dapat ke orang selanjutnya. Waktu yang diberikan sekitar 45 detik.
  2. Siswa harus menjunjung tinggi sportifitas dan tidak boleh curang.

### Menanya

- Dengan bimbingan dan arahan guru, siswa dapat menanyakan antara lain tentang cara bermain menggunakan chinese whisper game dan aturan apabila ada yang kurang jelas.
- guru mulai membagi siswa menjadi beberapa kelompok yang terdiri dari 7-10 orang setiap kelompok.

### Mengumpulkan Informasi

- siswa mulai bermain menggunakan chinese whisper game
  1. Permainan akan dimainkan dengan dua kelompok pertama, dan kelompok yang lain menunggu di luar kelas untuk bersiap-siap.
  2. Untuk 2 kelompok pertama, guru memerintahkan para siswa untuk berdiri membuat barisan memanjang sesuai kelompoknya dan memilih leader.
  3. Guru memint leader untuk mengambil kertas berisikan kalimat yang berkaitan dengandeskriptif teks

4. leader membacanya dalam hati selama beberapa detik. Dan mengingatnya dan membisikkan kalimat yang dia baca ke orang kedua, begitu seterusnya hingga sampai ke orang terakhir dikelompok.
5. Orang terakhir mengutarakan kalimat yang ia dengar bersama dengan seluruh anggota kelompok.
6. Kelompok yang palingcepat dan tepat adalah pemenangnya
7. Lalu dua kelompok selanjutnya juga akan melakukan permainan chinese whisper.

### Mengasosiasi

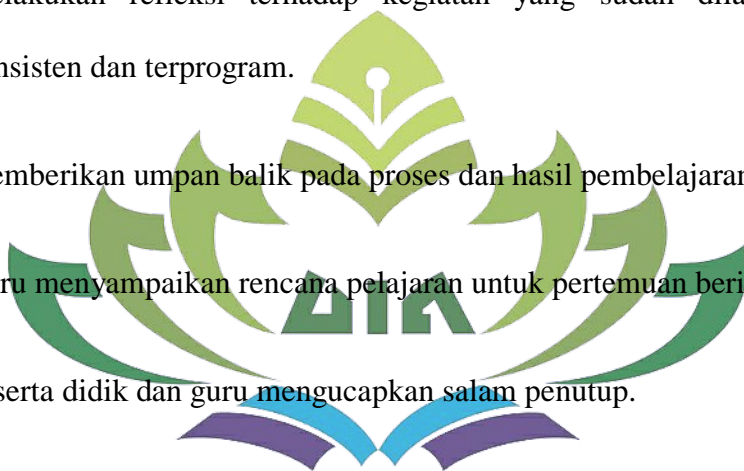
- Setelah seluruh kelompok sudah bermain, guru bersama siswa mulai mengumpulkan setiap kalimat yang mereka dapat sehingga membentuk suatu paragraf monolog deskriptif.
- siswa mempelajari cara membaca text tersebut sesuai dengan contoh dan arahan guru.
- Guru bersama Siswa membahas tentang bagaimana ciri text monolog yang mendeskripsikan seseorang sesuai dengan yang mereka dapat dari permainan membandingkan kalimat deskriptif tentang seseorang yang telah dikumpulkan dari berbagai sumber tersebut di atas.
- Siswa memperoleh *feedback* dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.

## Mengkomunikasikan

- Siswa diberi tugas membuat text monolog deskriptif tentang orang, orang, binatang, benda pendek dan sederhana untuk mempraktikannya didepan kelas.

### 3. Kegiatan akhir (Penutup)

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Melakukan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Memberikan umpan balik pada proses dan hasil pembelajaran.
- Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya.
- Peserta didik dan guru mengucapkan salam penutup.





## H. Penilaian

No	Aspek	Teknik Penilaian	Instrumen	Fokus Penilaian
1.	Sikap	<ul style="list-style-type: none"> <li>• Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Lembar Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Tanggung jawab</li> <li>• Kerjasama</li> <li>• Toleransi</li> <li>• Demokratis</li> </ul>
2.	Keterampilan	<ul style="list-style-type: none"> <li>• Describe about your friend!</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrik Penilaian</li> </ul>	<ul style="list-style-type: none"> <li>• Tata bahasa</li> <li>• Kesesuaian isi dengan permasalahan</li> <li>• Kedalaman/keluasan pembahasan</li> </ul>

Mengetahui  
peneliti

Bandar Lampung, 2017  
Guru Mata Pelajaran

Putri Utami  
NPM. 1311040176

Muh. Mursyid  
NIP. 197508102006042021

Kepala sekolah

Kaolan,S.Pd.MM  
NIP. 19641207 199102 1 001

## Lampiran I

### (Materi pembelajaran)

#### Meeting 1

#### Kalimat untuk dimainkan Chinese Whisper

1. Joko is a handsome boy and kind person.
2. Joko has a fat, plump and tall body.
3. He has two big brown eyes and pointed nose.
4. He has a chubby cheek and sweet smile.
5. He loves to eat fried chicken very much.

#### Those sentences are become a descriptive text about people:

Joko is a handsome boy and kind person. Joko has a fat, plump and tall body. He has two big brown eyes and pointed nose. He has a chubby cheek and sweet smile. He loves to eat fried chicken very much.

#### Language feature of descriptive text:

- Using simple present tense.  
Example: joko **is** a handsome boy
- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: handsome, fat, tall, big brown eyes, sweet, etc

## Meeting 2

### Kalimat untuk dipermainan Chinese Whisper

1. Mybest history teacher named Mister Jones.
2. He has a short and slim body.
3. He always brings his big black bag.
4. Mister Jones wears his black shoes.
5. He loves to tell a funny story.

### Those sentences are become a **descriptive text** about people:

My best history teacher named Mister Jones. He has a short and slim body. He always brings his big black bag. Mister Jones wears his black shoes. He loves to tell a funny story.

### Language feature of descriptive text:

- Using simple present tense.

Example: He loves to tell a funny story.

- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: short, slim, little, big, black, sweet, etc

### Meeting 3

#### Kalimat untuk dimainkan Chinese Whisper

1. I have a cat and I like to call it Papay.
2. He is an adorable and cute cat.
3. He has soft black and white fur.
4. Papay is an active cat and like to run.
5. Papay is fat cat and loves to eat a fish.

#### Those sentences are become a descriptive text about people:

I have a cat and I like to call it Papay. He is an adorable and cute cat. He has soft black and white fur. Papay is an active cat and like to run. Papay is fat cat and loves to eat a fish.

#### Language feature of descriptive text:

- Using simple present tense.  
Example: papay is an active cat
- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: cute, fat, soft, black, white, etc.

**Source: buku bahasa inggris “when English Rings a Bell”, kementrian pendidikan dan kebudayaan republik indonesia, hal. 94.**

## Meeting 4

### Kalimat untuk dimainkan Chinese Whisper

1. Sumatran elephant has a big and fat body.
2. It has grey and rough thick skin.
3. It has a long and big grey trunk.
4. It loves to eat grass, leaves and bananas.
5. Sumatran elephants are uniqueness of indonesia.

### Those sentences are become a descriptive text about people:

Sumatran elephant has a big and fat body. It has grey and rough thick skin. It has a long and big grey trunk. It loves to eat grass, leaves and bananas. Sumatran elephants are uniqueness of indonesia.

### Language feature of descriptive text:

- Using simple present tense.

Example: Sumatran elephants are uniqueness of indonesia

- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: uniqueness, rough, thick, etc

**Source: buku bahasa inggris “when English Rings a Bell”, kementrian pendidikan dan kebudayaan republik indonesia, hal. 94.**

## Meeting 5

### Kalimat untuk dimainkan Chinese Whisper

1. I have a bicycle and always ride it.
2. It is red and always clean.
3. It has two little black wheels.
4. It can move quickly on the road.
5. I really love my red bicycle.

### Those sentences are become a descriptive text about thing:

I have a bicycle and always ride it. It is red and always clean. It has two little black wheels. It can move quickly on the road. I really love my red bicycle.

### Language feature of descriptive text:

- Using simple present tense.  
Example: papay is an active cat
- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: cute, fat, soft, black, white, etc.

Source: [Http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-benda-kesayangan-dan-artinya/](http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-benda-kesayangan-dan-artinya/)

## Meeting 6

### Kalimat untuk permainan Chinese Whisper

6. Susi has her lovely shoes.
7. She gets it from her mother.
8. Susi's blue shoes are comfortable.
9. Susi loves her shoes very much.
10. She always uses her shoes carefully.

### Those sentences are become a descriptive text about people:

Susi has her lovely shoes. She gets it from her mother. Susi's blue shoes are comfortable. Susi loves her shoes very much. She always uses her shoes carefully.

### Language feature of descriptive text:

- Using simple present tense.

Example: She always uses her shoes carefully

- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: comfortable, blue, lovely, etc

**Source:** [Http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-benda-kesayangan-dan-artinya/](http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-benda-kesayangan-dan-artinya/)



## Lampiran II (Penilaian)

### 1. Instrumen Penilaian Sikap

<b>LEMBAR PENILAIAN SIKAP</b>						
<b>Nama siswa</b> : _____						
<b>Kelas</b> : _____						
No	Sikap yang di amati yang dinilai	Skor				Keterangan
		4	3	2	1	
1	Serius dalam menerima pelajaran					
2	Bertanggung jawab dan teliti dalam menjalankan tugas					
3	Santun terhadap guru (menghargai)					
4	Menghargai teman					
5	Aktif berperan serta dalam proses pembelajaran					
6	Bekerjasama dalam kelompok					

Kriteria nilai

4: sangat baik

2: cukup

3: baik

1: kurang baik

## 2. Instrument penilaian keterampilan

1. Make a description text monologue about someone. Then present it in front of the class!

No	Criteria	Rating Score	Comments
1	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.
		5	Equivalent to that of an educated native speaker.
2	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3	Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and

			statements If delivered with slowed speed repetition, or paraphrase.
		2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
		3	Comprehension is quite complete at a normal rate on speech.
		4	Can understand any conversation within the range of his experience.
		5	Equivalent to that of an educated native speaker
<b>4</b>	Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family, and autobiographical information
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
<b>5</b>	Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
		4	Errors in pronunciation are quite rare
		5	Equivalent to and fully accepted by educated native speakers.

*Pedoman Penskoran :*

Skor Perolehan NA = Jumlah Skor X 4

Skor Maksimal = 100

**APPENDIX 4B****RPP for Control Class****RENCANA PELAKSANAAN PEMBELAJARAN**

Satuan Pendidikan : SMP N 1 Tanjungsari

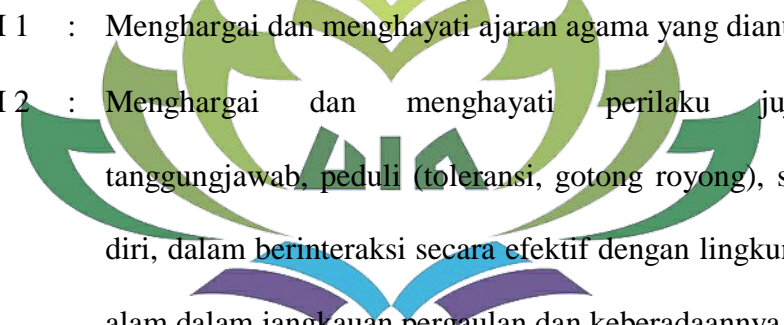
Mata pelajaran : Bahasa Inggris

Kelas/Semester : VIII /I

Tema/Topik : *Descriptive monologue (people, animal, thing)*

Alokasi Waktu : 6 JP (4 x 40 menit)

**A. KOMPETENSI INTI**

- 
- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
  - KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
  - KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
  - KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

## **B. Kompetensi Dasar dan Indikator**

- 1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar.
  - 1.1.1. Menunjukkan rasa syukur dan semangat saat belajar bahasa Inggris.
- 2.4. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
  - 3.10.2. Menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.
- 2.5. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
  - 2.5.1. Menunjukkan perilaku jujur.
  - 2.5.2. Menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.
  - 2.5.3. Bertanggung jawab atas tindakan saat pembelajaran.
  - 2.5.4. Mengakui ketika membuat salah.
  - 2.5.5. Tidak menyalahkan orang lain atas tindakannya sendiri
  - 2.5.6. Melakukan hal-hal yang dikatakan akan dikerjakan tanpa diingatkan orang lain
- 3.10. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaan nya.

3.10.1. Mengidentifikasi fungsi social dan unsur kebahasaan dari teks deskripsi.

4.11. Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.

4.11.1. Memahami arti dari teks deskripsi yang diberikan

4.12. Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, tentang orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

4.12.1. Membuat monolog deskripsi dan mempraktikannya di depan kelas.

### C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman.
2. Menampilkan perilaku karakteristik termasuk disiplin, kejujuran, tanggung jawab, hati-hati dan percaya diri.
3. Peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.
4. Peserta didik dapat mengidentifikasi fungsi social dan unsure kebahasaan dengan benar.
5. Peserta didik dapat membuat teks deskripsi tentang orang, binatang dan benda dengan benar dan mempraktikannya.

## D. Materi Pembelajaran

Lampiran 1 (*materi*)

## E. Metode

*Role play*

## F. MEDIA DAN ALAT PEMBELAJARAN

Media : kalimat berkaitan dengan teks deskriptif

Alat : papan tulis, spidol

Sumber belajar : Internet, Buku Bahasa Inggris,

## G. Kegiatan Pembelajaran

### 1. Kegiatan awal

- Mengucapkan salam dan berdoa
- Menginformasi tujuan pembelajaran
- Menyampaikan scenario pembelajaran

### 2. Kegiatan inti

#### Mengamati

- Siswa diberikan sebuah contoh monolog deskriptif.
- Siswa bersama guru belajar membaca monolog deskriptif.



- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri tentang monolog deskriptif (fungsi sosial, struktur teks, dan unsur kebahasaan).

### **Menanya**

- Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain deskriptif monolog apabila penjelasan sebelumnya kurang jelas.

### **Mengumpulkan Informasi**

- Guru memberikan kriteria atau informasi tentang role play yang akan mereka mainkan

### **Mengasosiasi**

- Guru memberi siswa waktu untuk mengembangkan informasi dan meminta siswa membuat monolog deskriptif bersama dengan teman sekelasnya sesuai dengan informasi yang diberikan guru
- Guru meminta siswa untuk memerankan peran didepan kelas

### **Mengkomunikasikan**

- Siswa memperoleh *feedback* dari guru dan teman tentang performance mereka dalam monolog deskriptif tentang fungsi sosial dan unsur kebahasaan yang digunakan



### Kegiatan akhir (Penutup)

- Guru dan peserta didik membuat rangkuman/simpulan pelajaran.
- Guru menyampaikan rencana pelajaran untuk pertemuan berikutnya.
- Guru mengucapkan salam penutup.

### H. Penilaian

No	Aspek	Teknik Penilaian	Instrumen	Fokus Penilaian
1.	Sikap	<ul style="list-style-type: none"> <li>• Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Lembar Observasi</li> </ul>	<ul style="list-style-type: none"> <li>• Tanggung jawab</li> <li>• Kerjasama</li> <li>• Toleransi</li> <li>• Demokratis</li> </ul>
2.	Keterampilan	<ul style="list-style-type: none"> <li>• Describe about your friend!</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrik Penilaian</li> </ul>	<ul style="list-style-type: none"> <li>• Tata bahasa</li> <li>• Kesesuaian isi dengan permasalahan</li> <li>• Kedalaman/keluasan pembahasan</li> </ul>

Mengetahui  
peneliti

Bandar Lampung, 2017  
Guru Mata Pelajaran

**Putri Utami**  
NPM. 1311040176

**Muh. Mursyid**  
NIP. 197508102006042021

**Kepala sekolah**



## Lampiran I (Materi pembelajaran)

### Meeting 1

Michael Douglas is a very famous and popular American actor. He is about sixty years old. **He is a slim person and he is average height.** He has got **light brown eyes and short fair hair.** His wife is a very **beautiful British actress** who is named Catherine Zeta-Johns, she has got **green eyes and long straight black hair.** They have got a daughter who is two years old. They all live in the United States Of America.

**Source:**artono wardiman, dkk. English in Focus for grade eighth, jakarta: departemen pendidikan nasional, 2008, hal. 15

### Meeting 2

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is **punctual, well-educated, and has good manners.** He is really **hard working.** He always does his homework. He is also **well-dressed** and **well-behaved.** All teachers have a high opinion of him. Ernesto has a **well-built body.** He is **gentle but fearless.** He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is **truthful, honest and obedient.**

**Source:** <http://englishonline.blogdetik.com/describing people/>

### Meeting 3

#### My little cat

I have a cat and I like to call it Papay. He is an adorable and cute cat. He has soft black and white fur. Papay is an active cat and like to run. Papay is fat cat and loves to eat a fish.

**Source:** artono wardiman, dkk. English in Focus for grade eighth, jakarta: departemen pendidikan nasional, 2008, hal. 15

### Meeting 4

#### The Sumatran Elephant

Sumatran elephant has a big and fat body. It has grey and rough thick skin. It has a long and big grey trunk. It loves to eat grass, leaves and bananas. Sumatran elephants are uniqueness of indonesia.

**Source:** <http://englishonline.blogdetik.com/describing people/>

#### Language feature of descriptive text:

- Using simple present tense.

Example: Sumatran elephants are uniqueness of indonesia

- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: uniqueness

## Meeting 5

### My Bicycle

I have a bicycle and always ride it. It is red and always clean. It has two little black wheels. It can move quickly on the road. I really love my red bicycle.

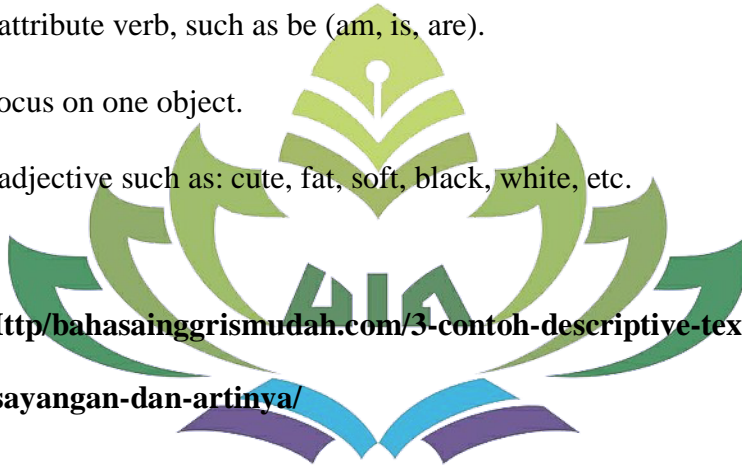
#### Language feature of descriptive text:

- Using simple present tense.

Example: papay is an active cat

- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: cute, fat, soft, black, white, etc.

Source: [Http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-benda-kesayangan-dan-artinya/](http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-benda-kesayangan-dan-artinya/)



## Meeting 6

### The Lovely Shoes

Susi has her lovely shoes. She gets it from her mother. Susi's blue shoes are comfortable. Susi loves her shoes very much. She always uses her shoes carefully.

#### Language feature of descriptive text:

- Using simple present tense.

Example: She always uses her shoes carefully

- Using attribute verb, such as be (am, is, are).
- Only focus on one object.
- Using adjective such as: comfortable, blue, lovely, etc

Source: [Http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-benda-kesayangan-dan-artinya/](http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-benda-kesayangan-dan-artinya/)





## Lampiran II

### (Penilaian)

#### 1. *Instrument penilaian keterampilan*

##### *Latihan meeting 1*

1. **Make a monologue based on this information and perform it on front of the class.**
  - a. **You have a new friend and you want to describe your new friend to all of your friends.**

##### *Latihan meeting 2*

2. **Make a monologue based on this information and perform it on front of the class.**
  - b. **You have a singer idol and you want to describe her to all of your friends.**

##### **Penilaian**

No	Criteria	Rating Score	Comments
1	Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of the grammar.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and professional topics.
		4	Able to use the language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare,
		5	Equivalent to that of an educated native speaker.
2	Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
		2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
		4	Can understand and participate in any conversation within the range of his experience with a high degree of precision of vocabulary.
		5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references.
3	Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speed repetition, or paraphrase.
		2	Can get the gist of most conversations of non-technical subjects (i.e., topics that require no specialized knowledge)
		3	Comprehension is quite complete at a normal rate on speech.
		4	Can understand any conversation within the range of his experience.
		5	Equivalent to that of an educated native speaker
4	Fluency	1	No specific fluency description. Refer to other four language areas for implied level of fluency.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual

			conversations about current events, as well as work, family, and autobiographical information
		3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.
		5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
5	Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
		2	Accent is intelligible though often quite faulty.
		3	Errors never interfere with understanding and rarely disturb the native speaker. Accent may be obviously foreign
		4	Errors in pronunciation are quite rare
		5	Equivalent to and fully accepted by educated native speakers.

*Pedoman Penskoran :*

Skor Perolehan NA = Jumlah Skor X 4

Skor Maksimal = 100

